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STUDENT PERCEPTIONS OF READING MOTIVATION IN A VOLUNTARY SUMMER READING PROGRAM: A MIXED METHODS dissertation

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STUDENT PERCEPTIONS OF READING MOTIVATION IN A VOLUNTARY
SUMMER READING PROGRAM: A MIXED METHODS DISSERTATION

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Curriculum and Instruction

by
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August 2009

Accepted by:
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ABSTRACT

How might a voluntary, high school summer reading program affect students' literacy motivation? A sequential exploratory mixed methods line of research attempted to answer this question. In study 1, after completing a summer reading program, 900 students from the 10th, 11th, and 12th grades provided written responses to the open-ended question, "What was the best thing about the summer reading program?" The researchers analyzed their responses with a phenomenological technique adapted from Moustakas (1994), yielding 11 motivational themes. In study 2, those themes guided the creation of a survey instrument, which then was administered to a different sample of 1600 students the following year. Student responses were analyzed statistically to determine the extent to which the new sample of students agreed or disagreed with the motivational constructs identified in study one. Many of the qualitative themes were confirmed, however others were not. Also, differences among grade, gender, racial groups, and ability levels were identified. In study 3, a beta version of survey was scaled down and then administered the following year to a different sample of 1400 students to (1) determine the extent to which a new group of students agreed or disagreed with the motivational themes and (2) determine if a more concise version of the scale would produce similar results.

DEDICATION

To my parents, Walt and Maria, the smartest people I know.

ACKNOWLEDGMENTS

There are many people to whom I owe a debt of gratitude and who I would like to thank for their support during this process. I would like to thank my committee members: Drs. Victoria Gillis, Bob Green, Brent Igo, Bill Fisk, and Dennis Placone for their guidance, support, and mentorship. I also must thank Rodney Graves, Director of Secondary Programs for Spartanburg School District 7 and former principal of Spartanburg High School, not only for being a good friend, but because he is the only person who can appreciate the irony of writing a dissertation on summer reading, and who has the courage to stick with this program, even in the face of great adversity, simply because it is the right thing to do for kids. I am eternally grateful to my family and friends for all of their encouragement, especially my brothers, Jim and Mike, to whom I must say, “Yes, I am done with school!” Finally, I would like to thank my parents, Walter and Maria McGaha, not only for their love, support, and encouragement, but for the countless sacrifices they have made over the years to put three children through college and make sure we had the tools we needed to become successful adults.

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CHAPTER ONE

Introduction to the Studies

In 2002, President George W. Bush signed into law the No Child Left Behind Act of 2001, which reauthorized the Elementary and Secondary Act of 1965. This federal legislation set an ambitious goal of proficiency in reading and math for every school-age child in America by 2014. Failing to meet these targets may have dramatic consequences and penalties for school districts, individual schools, and individual teachers (NCLB, 2001).

The National Assessment of Educational Progress (NAEP) testing program currently administers several assessments in reading, mathematics, science, writing, United States history, civics, geography, and other subjects. These assessments are congressionally authorized and part of the National Center for Education Statistics (NCES) within the US Department of Education. The National Assessment Governing Board oversees and sets policies for NAEP testing. As such, the Governing Board has set specific achievement levels for each subject area and grade and defined them as follows:

- *Basic*: denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- *Proficient*: represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- *Advanced*: represents superior performance.

NEAP has been measuring American students' reading achievement since 1992. According to The Nation's Report Card (2007) the reading framework used by NAEP

provides, an assessment on reading, including understanding, interpreting and using texts. In its most recent administration, testing revealed 4th graders' reading scores increased two points from 2005 and four points from 1992. The percentage of students performing at or above the *basic* and *proficient* mark had increased as well. Among 8th graders, reading scores improved one point since 2005 and three points since 1992. However, whereas the percentage of students performing at or above the *basic* level had increased, the percentage of students at or above the *proficient* level remained unchanged. Results further revealed that although minority students' scores had increased since the previous test administration, there is still a notable achievement gap between minority and majority students. Similar gaps in the performance of males and females were also present in the data. In fact, in 2007, female students outperformed male students by seven points in 4th grade and ten points in 8th grade.

Among 12th graders tested 2005, NAEP testing showed reading scores remained statistically the same from 2002 but lower than scores in 1992. The percentage of students performing at the *basic* and *proficient* level had also decreased from 1992. Achievement gaps between minority and majority students were present at 12th grade, just as in the lower grades. Female students outperformed males in 2005 continuing and actually widening the achievement gap between the two. Testing in 2005 also showed scores from students in the South to be the lowest in the country. Likewise the percentage of students performing at or above the *basic* and *proficient* level was lowest in southern states.

Perhaps adding to the problem of low reading scores, is the loss of reading skills some students experience over the summer months, which seems to be more prevalent among students from lower income homes (Borman, & Dowling, 2006; Borman, Benson, & Overman, 2005; Alexander, Entwisle, & Olson 1997; Elley, 1992; & Heyns, 1978). Research estimates that, due to cumulative summer reading losses year to year, these students can lose up to 1.5 years of reading development between grades 1-6 (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996). Other research suggests summer reading loss can be abated with greater amounts of instructional time during summer vacation. For instance, Cooper, et al., (1996, p. 234) state, “if programs [summer enrichment] have the explicit purpose of mitigating inequities across income groups, then a focus on summer reading instruction for lower-income students would seem to be most beneficial” (p. 234).

Thus, in an attempt to address the decline of reading scores and the potential for achievement loss over the summer, schools and libraries have adopted summer reading programs and other school-wide literacy initiatives (Hughes-Hassell & Rodge, 2005 & Kim, 2007; & 2004). Much of the existing research on summer reading programs has not provided great detail in exploring student motivation for participating in these programs at the secondary level, specifically high school.

Thus, in an attempt to address the diminution of reading scores and the potential for achievement loss over the summer, schools and libraries inside and outside the United States have adopted summer reading programs and other school-wide literacy initiatives (Hughes-Hassell & Rodge, 2005 & Kim, 2004). Below is a brief discussion of some of

these summer reading programs including a United States Department of Education program as part of NCLB, library based programs in the US and New Zealand, and voluntary summer reading programs for both elementary and secondary children.

No Child Left Behind Summer Reading Achievers Program

The US Department of Education authorized a Summer Reading Achievers Pilot program during the summers of 2003 and 2004 for select areas in the United States. The goal of the program was to mitigate summer reading loss for children in grades K-8. The program targeted students from low-income areas. In 2003, the Atlanta, Georgia Public School system was selected as the initial pilot site. Students that participated in the program were given books over the summer provided by local and national business partners. Successful students read at least 10 age-appropriate books and completed a short description of their books. That summer, 81 schools, and 18,396 (48% of K-8 student population) students participated in the program. Of those students, 10,996 (29%) successfully completed the program having read a total of 158,732 books. In 2004, 10 cities: Springfield, Massachusetts; Portsmouth, New Hampshire; Pittsburg, Pennsylvania; Camden, New Jersey; Atlanta, Georgia; Gainesville, Florida; Kansas City, Kansas; Minneapolis, Minnesota; Albuquerque, New Mexico; San Diego, California; and the state of South Dakota were included in the program. In 2006, the Department of Education changed the focus of this initiative to provide books to areas in the Gulf States (Mississippi, Louisiana, Texas, Alabama, and Florida) that were affected by hurricane Katrina. During that time and into 2007, 1.15 million books were distributed to children

in these areas. No research was conducted on the effectiveness of the program and the program ended without continuation (U.S. Department of Education, 2004).

Library Summer Reading Programs

Public libraries play an important role in the cultivation of America's literacy. They provide access to large amounts of print material and "meaningful language opportunities" especially for children (Celano & Neuman, 2001). A primary goal for public libraries is promoting literacy skills for preschool and elementary children. As a result, many public libraries sponsor summer reading programs (Celano & Neuman, 2001). Summer Library Reading Programs (SLRP) began over 100 years ago and remain common around the country (Fiore, 2007).

Pennsylvania Libraries Summer Reading Program

Summer reading programs have been in place in Pennsylvania for many years. Celano and Neuman (2001) studied the library summer reading programs throughout Pennsylvania to determine their effectiveness in promoting literacy activities in preschool and elementary age children. Two hundred four librarians (out of 227) responded to the researchers' survey. Programs varied in length, with the majority (66%) at least one month. Many libraries (65%) also reported receiving outside support in the way of donations and prizes from local agencies. The researchers concluded that the summer reading programs were successful in increasing the number of children who visited the library over the summer. The extent to which visits increased was based largely on the size of the library itself. Overall, 37% of librarians that responded to the survey reported library visits increased by over 200 children during the summer. Libraries serving more

than 20,000 people reported summer reading participation in some areas over 1,000 children. Although the researchers concluded the summer reading programs were effective in encouraging children to check out more books, as library circulation reportedly increased 6%-10% during the summer program there are no measures of reading ability or motivation to read.

Southern California Library Summer Reading Program

In 2001, public libraries in Southern California (Los Angeles, Orange, Riverside, San Bernardino, and Ventura Counties) implemented a summer reading program for students in grades K-3. The program, *Reading by 9*, encouraged reading through organized library programs throughout the summer. Students recorded their reading in reading logs provided by the library and then received for their participation rewards, such as certificates, bookmarks, posters, stickers, erasers, and book bags.

At the end of the summer, the Evaluation and Training Institute (ETI), hired by the library system, gathered relevant data through parent, student, and teacher surveys, as well as library statistics. Fifty-three libraries submitted data on their programs. Libraries reported an average of 261 participants. Further, 1,637 parents and over 2,500 students returned surveys concerning their perceptions of the program. Fifty-eight third grade teachers in the Southern California area returned surveys rating reading habits, scores, and reading motivation on 932 students. Of those students, 21% participated in the summer reading program.

Ultimately, ETI concluded that the program (1) was successful in encouraging students to read, (2) increasing the amount of time students spent reading, and (3) was a

contributing factor in increasing or maintaining students' reading skills over the summer months. A key finding was the extent to which summer reading participants reported high levels of reading enthusiasm. Teachers reported that the majority of summer reading participants (55%) expressed a high enthusiasm compared to their non-participant peers (40%) and few (less than 10%) expressed a low enthusiasm for reading compared to 16% of non-participants. Students reported they liked to read (96%); the Summer Reading Program helped them learn to read (86%), they read better following the program than they did before it began (89%), and they would continue to read during the school year (94%).

Based on survey information, ETI determined 98% of parents said their children enjoyed the program and 95% believed incentives encouraged their child to read. Students almost unanimously reported they liked the program (98%) and liked going to the library (99%). According to parent surveys, the number of children reading 10-14 hours per week increased by 9 percentage points. Similarly, the number of children reading 15 or more books per week increased 11 percentage points.

Ultimately, students who participated in the program at least maintained their reading skills over the summer and throughout the year. In kindergarten, first and second grade students that participated in the program read at similar levels to their non-participant peers. However, in third grade, more participants read above grade level (31%) than non-participants 24%, suggesting that the program might be successful in improving reading skills (Evaluation of the Public Library Summer Reading Program, 2001).

New Zealand Libraries Summer Reading Program

In 1988 the Eastern and Central Community Trust was created in New Zealand. As part of their community philanthropy, they offered regional libraries the opportunity to receive funding for the purposes of creating a unified summer reading program for children ages 2-11 in Eastern and Central New Zealand. Children who enrolled in the program read over the summer and engaged in activities sponsored by their library. As they participated, the students received small rewards, such as stickers. The program culminated in a final activity where students received a certificate, a medallion, and a book for their participation. In 2006, a young adult program, called Read Plus, was added, and 600 teens participated in the program. Students read and reviewed a book, for which they received preliminary rewards. After reading three books, they received a free book. No research was conducted regarding the impact or effectiveness of the program, however (Green, 2007).

School Based Programs

Voluntary Summer Reading Program

Kim (2007) explored the impact of a voluntary summer reading program on the reading habits of children in grades 1-5 in a diverse suburban school district. Three hundred thirty one students were assigned to either an experimental or control group. The experimental group received 10 free books—a mix of fiction and non-fiction matched to student interest and reading level—and intermittent postcard reminders to read. Also, parents received letters asking them to encourage their children to read the books. Students in the control group did not receive books or reminders over the summer, but

they were encouraged when they left school in June to read over the summer. Results showed that students who received free books and postcard reminders over the summer engaged in more reading activities than those students who did not.

Remedial Elementary Program

Shin & Krashen (2008) found a remedial summer reading program to be beneficial on academic achievement of elementary age students. In their program two groups of students participated in a summer reading program. Both groups of students had academic scores that were less than the state minimum standards. Both groups participated in literacy instruction throughout the day, however the experimental group also participated in voluntary free reading. The experimental group improved at a higher rate than the control group.

Remedial Secondary Program

Malmgren & Leone (2000) found a short-term summer reading intervention to be effective in improving reading achievement in incarcerated adolescents. Participants engaged in literacy instruction and silent sustained reading over the course of the program.

Technology Summer Reading Program

Lawrence, McNeal, & Yildiz (2009) found a summer reading program that utilized popular fiction and non-traditional literacy such to be effective in promoting reading and literacy engagement. The researchers conducted a three-week summer program in an urban school district in New Jersey. The students participated in a formal academic session followed by technology, reading and writing later in the day. The students were

exposed to a variety of high interest texts, many of which were graphic novels. The students then created multimedia projects based on their reading.

South High Summer Reading

McGaha & Graves (2007) outline a voluntary summer reading program at a high school in the Southeastern United States (hereafter called South High) in 2006. School officials selected five books they deemed to be of potential interest to the students of South High. Each student was allowed to choose one of the five books, given the book free of charge, and given a reading guide to accompany their book (see Appendix A). They were asked to read their books over the summer.

Upon returning to South High in the fall, the school hosted a Literacy Day, during which students heard two of the authors speak. Students then went to four areas around the school for a guest lecture on the books by topic. The student groups ranged from 35 to 700. Later in the day, students participated in small book discussions lead by a certified staff member and in some cases parent /community volunteers. If students participated in the book discussion and completed a project based on their book, they were rewarded with a certificate worth four extra credit points that could be applied to their final average in any one class at the end of the first six week grading period. Options for book projects were given to students with their reading guides when they selected their books and ranged from authentic to traditional “pen and paper” assessments (see Appendix B).

Comparison of Programs

The summer reading programs described above have many similar elements. They all lend support to the idea of increasing access to reading material, however only a

few allow students to keep the books when the program is over. Some (Lawrence, et al, 2009; McGaha & Graves, 2007; & Shin & Krashen, 2008) stress the importance of using high interest contemporary novels. Most of the above noted programs focus on increasing reading and literacy engagement (Celano & Newman, 2001; Evaluation of the Public Library Summer Reading Program, 2001; Green, 2007; Lawrence, et al, 2009; U.S. Department of Education, 2004) or academic achievement (Kim, 2007; Malmgren & Leone, 2000; Shin & Krashen, 2008). None explore the reasons students, specifically secondary students, may be motivated to participate in a summer reading program. Thus, the study of a voluntary, high school summer reading program might be especially timely. Might such a program affect adolescents' reading behavior over the summer months? Given the number of schools that utilize summer reading programs, a need exists to explore the effectiveness of these programs in promoting reading, especially among adolescents.

Purpose of Studies

This series of studies explored high school students' perceptions of a voluntary school-wide summer reading program. The purpose of this exploratory sequential line of inquiry was to: (1) identify the value high school students perceive in a voluntary summer reading program; (2) develop and administer a survey instrument of student perceptions of the summer reading program; (3) determine the extent to which another sample of high school students agree or disagree with the identified, qualitative themes; and (4) to determine differences in student agreement or disagreement with in different

demographic groups (age, gender, ethnicity, ability level). The research occurred in three phases, yielding three separate research manuscripts.

The study took place over three years and explored one school's use of a voluntary summer reading program. The school—a large urban high school located in the Southeastern United States, to which I refer as South High School—allowed students to choose between 5-8 high interest novels. Books were provided free of charge to all students. At the beginning of the school year, the school sponsored a literacy day where authors of some of the novels were invited to speak to students. Following the school-wide assembly to hear the authors, students participated in small book discussions, which gave students the opportunity to discuss their books with their teachers and peers. Although the program was completely voluntary, an extra credit program was used to ensure accountability. Students could earn four extra credit points to be added to their average in any one class at the end of the first grading period. Successful participation was determined by their participation in the small book discussions and completion of a project based on their book. Book and project lists are discussed in the manuscripts and examples can be found in the appendices.

The first phase of the study, which occurred following the first year of the program (2006) was a phenomenological exploration of student perceptions about the value of the school-wide, voluntary summer reading program. Following the small book discussions, students were asked to respond to survey administered by the school principal asking them to note the '*best thing about summer reading.*' These comments (N=1133) served as the sole source of data for the first part of the study. Comments were

analyzed using a quasi-phenomenological technique (Moustakas, 1994), which lead to the development of a model representing five broad constructs of reading motivation and 11 individual programmatic elements.

The second phase of the study, which occurred during the second year of the program, built upon the first year. During this phase an instrument was development based on the constructs and themes that emerged from student comments the previous year. The survey, which utilized a Likert-scale model, asked students to respond to 22 items and demographic factors, which included age, gender, ethnicity, and ability, level as noted by English class. Two items per unit were used in the survey, with the intention of refining the survey later.

The purpose of third and final phase of the study, which occurred during the third year of the program, was to refine and administer a beta-version of the original survey to a new group of students. The refined survey, which included only 11 items, also used a Likert-scale model. Students were also asked to provide demographic data.

Findings of each of the three phases are discussed in the three manuscripts along with implications for future research and study limitations. A summary of the work is provided in the Summary section at the end of this manuscript.

CHAPTER TWO

High School Students' Perceptions of the Value of a Voluntary High School Summer

Reading Program: Implications for Literacy Motivation.

Abstract

What value do high school students perceive in participating in a voluntary, summer reading program? This research question guided the study of students' perceptions after completing just such a program. The researchers collected 1,133 high school students' open-ended responses to a written verbal prompt and then analyzed the responses with a quasi-phenomenological technique. Eleven robust motivational themes emerged, indicating that students' summer literacy motivation might be boosted in various ways through implementation of a summer reading program similar to this study's target program.

In 2002, then President George W. Bush signed into law the No Child Left Behind Act, which reauthorized the Elementary and Secondary Act of 1965. This legislation set an ambitious goal of proficiency in reading for every school-aged child in America by 2014. Failing to reach this goal may have dramatic consequences for school districts, schools, and teachers (NCLB, 2001). Unfortunately, National Assessment of Educational Progress (NAEP) testing, which provides key information on the state of education in the United States, and is administered to students in grades 4, 8, and 12, has over the last 15 years reported results that are mixed, at best. Whereas students in 4th and 8th grade typically showed improvement in reading, students performing at or above the basic and proficient mark increased only among 4th grade students. A dimmer picture is painted of twelfth grade students, who showed no improvement at all. Further, achievement gaps among female and male students, as well as majority and minority students, were present in all grades (National Assessment Governing Board & Department of Education, 2006). Thus, a clear educational problem exists: reaching the goals of reading proficiency for all students by 2014 (as defined in NCLB) will be a challenge, with a particular challenge posed at the secondary level.

Summer Reading

The loss of reading skills some students experience over the summer months is perhaps one factor contributing to the challenge of attaining high rates of reading proficiency. A study by Cooper, Nye, Charlton, Lindsay, & Greathouse (1996) for instance, suggests that cumulative losses between grades one and six can diminish up to 1.5 years of reading development. Other research shows this phenomenon is perhaps

more prevalent among minority students and students from lower income homes (Alexander & Entwisle, 1996; Borman, & Dowling, 2006; Borman, Benson, & Overman, 2005; Elley, 1992; & Heyns, 1978). Finding ways to stave reading loss over the summer months, then, potentially may have positive consequences for reading proficiency in general.

In an attempt to address the decline of reading scores and the potential for achievement loss over the summer, many schools and libraries have adopted summer reading programs and other school-wide literacy initiatives (Hughes-Hassell & Rodge, 2005 & Kim, 2007, 2004). The research base regarding such programs is somewhat lacking, however. An exhaustive search of literacy and reading journals, as well as the major academic search engines (e.g., ERIC, JSTOR, & SSCI) uncovered a limited number of articles addressing summer reading programs. Published reports have focused primarily on summer library programs (Celano & Newman, 2001; Green, 2007), or school-based, elementary programs (Kim, 2007, 2004; Shin & Krashen, 2008). Literature addressing secondary education programs tend to (a) offer program suggestions or outlines in practitioner pieces (McGaha & Graves, 2007; Tanis, 2003), (b) focused on remediation and academic achievement through a summer reading program (Mallette, Schreiber, Caffey, Carpenter, & Hunter, 2009; Malmgren & Leone, 2000), or (c) highlight student interactions with technology and non-traditional forms of text (Lawrence, McNeal, & Yildiz, 2009). In each of the above cases, however, the research has not addressed students' perceptions of summer reading programs, or motivational or learning outcomes associated with such programs.

Given the particular challenges to reading proficiency at the high school level, the large number of high schools that have summer reading programs, and the lack of research on those programs, a need exists to explore the impact of these programs in promoting reading among secondary students. An in depth investigation of how students view summer reading programs is a good place to begin such a line of inquiry. Thus, the purpose of this study was to explore high school students' perceptions of the value of a summer reading program. Open-ended written data were collected from over 1,000 participants in a summer reading program. The data then were analyzed for themes among high school students' perceptions of the value of the reading program. In the following sections of this manuscript, the salient features of the reading program are highlighted, followed by data collection and analysis procedures, and finally, a discussion of the themes that were uncovered, and how relate those themes relate to literacy motivation.

South High Summer Reading Program

In 2006, a voluntary summer reading program was conducted at a high school in the Southeastern United States (hereafter called South High). Although all students were encouraged to participate, they were not forced to do so. School officials selected five books they deemed to be of potential interest to the students of South High. School administrators were purposeful when developing the program. For instance, the program was designed to give students a choice among high-interest novels that centered on timely topics to which students could relate. Books chosen for the summer reading program included *Monster* by Walter Dean Myers; *The Things They Carried* by Tim

O'Brien; *The Schooling of Claybird Catts* by Janis Owens, *Fallen Angels* by Walter Dean Myers, and *Seven Laurels* by Linda Busby Parker. School administrators intentionally stayed away from classical literature.

At the end of the school year, 2006, each student was allowed to choose one of the five books, given the book free of charge, and given a reading guide to accompany their book (see Appendix A). Students had a number of options for book projects, which ranged from authentic to traditional “pen and paper” assessments (see Appendix B). The books were distributed to the students during the last week of school, along with the reading guide for their book and descriptions of the book projects, which they could complete for extra credit (see below).

Upon returning to South High in the fall, the school hosted a Literacy Day, during which students heard two of the authors speak. Students then went to one of four areas around the school for a guest lecture on the books by topic. The size of these groups ranged from 35 to 700 individuals. Later in the day, students participated in small book discussions led by a certified staff member and in some cases parent/community volunteers. If students participated in the book discussion and completed the project based on their book, they were rewarded with a certificate worth four extra credit points that could be applied to their final average in any one class at the end of the first grading period.

What value might these students see in voluntarily participating in the South High program? The next section of this report elaborates on the method I used to answer this question.

Method

Participants

South High School is a large, culturally and economically diverse high school that serves approximately 1600 students in grades 10-12. Roughly 65% of the students are African American, 30% Caucasian, and 5% identify as “Other” racial groups, which includes Hispanic, Asian, Pacific Islanders, and Native American students. Twelve percent of the students receive special education services and are not planning to receive a regular high school diploma. Sixty percent of students at South High School receive free or reduced lunch. Of that group, 75% are African American. Approximately 20% of students at South High School are enrolled in the Technical Preparatory tracking group, 45% in the College Preparatory track, and 35% in the Honors /AP track.

Data Collection

At the end of Literacy Day, the principal administered a survey to each student to be completed in the small book discussions (Appendix C). The survey contained one question and one prompt: “What was the best thing about summer reading?” and “Suggestions for next year.” All participants completed the school’s survey at the end of their small book discussion groups. The school principal then collected the surveys, which were transcribed exactly as written by students (Appendix D).

Data Analysis

An exploratory phenomenological method was used to document the value students placed on the voluntary summer reading program. The goal of a phenomenological study is to provide descriptions of the meaning and essence of an

experience as lived by the participants. Phenomenological research stresses the importance of developing a topic and research question that has both social meaning and personal significance (Moustakas, 1994). Evidence from phenomenological research comes from first person accounts of their experiences, and typically uses the long interview process as the primary source of data collection (Moustakas, 1994). For purposes of this study, only responses to the survey question, “What was the best thing about the summer reading program” were explored. Although not used in this particular research, school administrators considered student suggestions the following year.

A total of 1133 responses were transcribed, providing the sole data source for the present qualitative study. For purposes of trustworthiness, two researchers then analyzed those data with a phenomenological technique adapted from Moustakas (1994). This technique included three steps. First, a *phenomenological reduction* was performed. In this step, the responses were read in an effort to gain a “holistic sense” (Moustakas) of the data. No sorting or coding of data occurred in this first step. Rather, each student response was treated as a *significant statement*.

In the second step, all responses were examined for repetition of ideas and relevance to the phenomenon of interest (value of the summer reading program) in an effort to uncover meaning units (the first level of coding). All responses were sorted according to similar or like statements. For example student comments such as “We got a free book;” “We got to keep the book,” and “We didn’t have to pay for the books,” were grouped together. Meaning units were comprised of student comments that reflected an academic component of the program and were present at least 20 times. Student

comments that reflected non-academic elements of the program such as “I liked getting out of class for the day” were not included. There were 11 *meaning units* identified among the responses. Receiving a free *book* and the opportunity to receive *extra credit* were the first two meaning units. Forty-eight responses reflected the value of receiving a free book, while 41 responses reflected value in the opportunity to receive extra credit. Students also noted that the summer reading program promoted changes in their normal reading behavior. One hundred twenty five responses reflected changes to students normal summer behavior indicating that some students *do not normally read over the summer*, and 31 responses noted that the books students were able to select were *different than what they would normally read*. Two hundred twenty six responses indicated that students were *interested* in their books and 63 indicated that students liked that they were *learning* from their books. Twenty-two responses indicated that students valued having a *choice* in books and twenty-seven responses indicated that students valued being able to read at their own *pace*. One hundred eight-four responses indicated that students felt they could *identify with the characters* and / or stories in the novels. Twenty-two students responses indicated students felt a sense of community and *peer connection* within the program and one hundred eighty-three responses indicated students valued the *exchange of ideas* in the book discussions (Table 1).

The final step in the data analysis was the formation of *meaning clusters* (see Figure 1) for the levels of analysis. In this step, sorting the subordinate meaning units into super-ordinate clusters allowed for the emergence of possible explanatory themes. Five thematic meaning clusters were formed. They were the value of (a) rewards, (b)

behavioral prompts, (c) cognitive factors, (d) autonomy, and (e) humanistic interactions. The first and second meaning unit, *receiving a free book* and *receiving extra credit*, were placed under the meaning cluster, *rewards*. The second and third meaning units, *not normally reading over the summer* and *reading a different kind of book*, were placed under the meaning cluster, *behavioral prompts*. The fourth and fifth meaning units, *students learning from their books* and *being interested in their book*, were placed under the meaning cluster, *cognitive factors*. The sixth and seventh meaning units, *reading at their own pace* and *being able to choose their books* were placed under the meaning cluster, *autonomy*. The remaining meaning units, *feeling connected to the character(s) in my book*, *feeling connected to my peers because of the summer reading program*, and *feeling connected to my peers through the book discussions* were placed under the meaning unit, *humanistic connections* (Figure 1). Thus, analyses of the open-ended questions provided some insight into factors that influenced students' summer literacy behavior.

Results and Theoretical Backing

As I was completing the data analysis phase of this study, I was struck by the realization that all of the themes emerging from our data were similar in one specific way: each could be related to student motivation. Although a quick glance at Figure 1 might at first seem to be a disconnected list of values, motivation is a multifaceted construct. Allow me briefly to distinguish two kinds of motivation related to literacy before elaborating on the themes from the analysis and their possible connections to summer literacy motivation.

Motivation is defined as “the process whereby goal-directed activity is instigated and sustained” (Pintrich & Schunk, 2002, p.5). Motivation may be extrinsic, intrinsic, or both. People are said to be extrinsically motivated when they engage in a task as a means to some desired end. For instance, students that are extrinsically motivated to read might do so to receive a grade or meet an academic requirement (Guthrie, et al., 1999; Huei-Hu Wang & Guthrie, 2004).

Intrinsic motivation refers to engagement in an activity for its own sake or satisfaction. Intrinsic motivation is contextual (Pintrich & Schunk, 2002). Students that are intrinsically motivated to read, read out of curiosity or for enjoyment, immerse themselves in reading for long periods of time, and have a preference for longer, challenging texts (Guthrie, et al, 1999). Typically, students become less intrinsically motivated to read as they progress through school (Gottfried, 1985; Guthrie & Davis, 2003).

With this motivational lens in mind, I now more fully discuss the results, organizing the following paragraphs at the Meaning Cluster level of analysis, and then relating each meaning cluster to research on motivation

The Value of Rewards

Many students emphasized the value of rewards in summer reading. These rewards took two main forms. First, receiving extra credit for their participation was a robust subtheme. Take, for example, that students wrote, “The incentive to read to earn 4 points extra was a good encouragement,” “Opportunity to receive extra credit,” and “The extra points for my average.” A different, yet related sub-theme addressed the value

students placed on receiving a free book. Several students wrote analogous statements, such as, “The best part was I got a free book,” “Getting books for free,” and “I guess the best part of the program was that we didn’t have to go out and buy the book.” Clearly, certain high school students are affected by summer reading rewards.

In the research literature, the motivational power of rewards has been a point of contention. Deci (1971), for instance, presented the notion that tangible rewards could undermine intrinsic motivation. Still, others have suggested that tangible rewards and incentives are effective in increasing time spent on an activity and increasing interest in that activity (Cameron, Banko, & Gear, 2005). With respect to reading, rewarded students may actually read more, show more interest in reading, and become more proficient in their reading, which may ultimately lead to increased levels of intrinsic motivation (Flora & Flora, 1996). In short, there may be drawbacks in rewarding students who participated in summer reading programs, but those drawbacks might be outweighed by the positive motivational benefits affecting reluctant readers who perhaps need an extrinsic motivator.

Value of Behavioral Prompts

An interesting and salient theme that emerged from the data relates to some students’ perceived value in the summer reading program’s provision of behavioral prompts. These students described engaging in atypical, personal, literacy behaviors in one of two ways. Some students noted that because of the summer reading program they now *read when they normally would not*. Consider the similarity of statements such as, “summer reading gives you something to do when you’re bored,” “When you don’t have

anything to do; then you can read a book,” and “When I have nothing to do and I’m bored I can just pick up my summer reading book and read it.” However, the other behavioral prompt was for students to *read what they normally would not*. Students noted the books selected for the summer reading program exposed them to different kinds of books and genres of reading material—books they would not have selected for themselves, given completely free choice. Those specific comments included, “I don’t usually like war books, but *Fallen Angels* is now one of my favorite books”, and “Getting to read a book that you normally would not read.”

Changes in literacy behavior, too, can be related to literacy motivation. Adolescents generally are motivated to read for two purposes, school reading (time devoted to reading school assignments) and reading for enjoyment (time spent on voluntary reading) (Huei-Yu Wang & Guthrie, 2004). Over the last 20 years the amount of voluntary reading among teens has declined (National Endowment for the Arts, 2007). Without prompt, males are typically less likely to engage in leisure reading (Elley, 1992; Hughes-Hassell & Rodge, 2007; Nippold, Duthie, & Larsen, 2005) even when accounting for ability level and socioeconomic status (Love & Hamston, 2004, 2003). Indeed, Hughes-Hassell & Rodge (2007) found only 17% of urban adolescents read over the summer. Thus, the South High program may have provided a valuable, motivational, behavioral prompt toward summer literacy behavior for students who need just such a prompt.

Value of Cognition

The value of certain cognitions (or types of thinking) during the summer reading program were prominent among many of the students' responses. Students described having an interest in their books, as well as placing value on learning through their reading experiences. For example, students reported, "They were really interesting;" "Enjoying the book which was really interesting;" "The book got was so interesting that I stayed up waiting to see what happens next." Student comments noted they felt they were learning through their reading experiences. Some students seemed to value what they were learning. Specifically, students wrote, "Learning new things by reading," "Summer reading can help you to be prepared for the next year," and "Keeps you prepared for school." Other students valued learning content from their books. They wrote, "It gave me a better insight into my history;" "Learning what other people thought about the war;" and "Learning more about Vietnam."

Human cognition, such as described above, can have a tremendous impact on motivation. First, interest in reading is an important predictor in reading frequency and text comprehension (Huei-Yu & Guthrie, 2004). Renniger, Hidi, and Krapp (1992) suggest two types of interest. The first, individual interest refers to a psychological state of interest and is enduring. Situational interest, on the other hand, is interest that is the result of specific tasks or environmental elements. It can be maintained through the perceived value and relevance of the tasks. In academic settings, situational interest may be maintained by the instructional environment or strategies used in the classroom.

Maintained situational interest may lead to individual interest (Hidi & Renniger, 2006; Renniger, et al, 1992).

Individuals engage in learning in a number of settings, and learning, too can be a motivator. Informal learning can occur through reading and engaging in literacy activities. Taylor (2006) found print materials were effective mediums for increasing information learning. Weih (2008) found reading historical fiction led to increased student investigation into students' information learning. Edmunds and Bauserman (2006) found the knowledge students gained from their reading was important and positively affected their reading motivation. The majority of things students learn in a school setting are derived from reading, with the majority of school reading coming from textbooks (Mason, Gava, & Boldrin, 2008) that are often uninteresting and do not motivate students to read (Stallworth, 2006). In this study, incorporating contemporary, interesting texts into a summer reading program seemed to have positive consequences for learning and related literacy motivation.

Value of Autonomy

Student comments in this study described the autonomous nature of the program as particularly valuable. Two kinds of autonomy were described. First, students stated that they liked being able to *choose* their own book, in phrases such as, "The fact that we were given choices," "Having choice," "Reading the book of your choice." Another interesting and sensible kind of autonomy afforded the students, however, was the license to read at their own *pace*. Specifically, students responded, "You get to read on your own time;" "We had 2 months to read our book;" and "I liked having the whole summer to

read.” Clearly, surrendering to students some control of their own literacy behaviors is perceived as especially valuable.

Self-determination theory, as proposed by Deci and Ryan (2000), supports the need for autonomy related to motivation. Garcia & Pintrich (1991) found that providing students autonomy and self-determination could lead to increased levels of motivation. They also noted that while autonomous experiences may not lead directly and immediately to increased performance in the traditional sense, their increased motivation may lead students to take “additional courses in the subject area, greater student interest in the material, and persistence in the face of difficulty” (p. 16). Thus, in a summer reading program, providing students with relevant choices seems to boost their sense of autonomy, and perhaps motivation.

Value of Human Interactions

In the fifth and last meaning cluster, students described the value of humanistic factors—a sense of connectedness—related to summer reading. The students could identify with the characters and situations presented in their books. Typical statements included, “The books made you feel like you were actually in the main character’s shoes;” “I actually felt as if I was in Vietnam;” and “I liked that I could read a book that relates to people my age.”

On a related note, students commented on how the summer reading program gave them a sense of belonging. Recognizing that the entire school was involved in the program, and describing the more intimate book discussions, students valued the opportunity to share their thoughts and ideas with others. “Getting entire school involved

in an activity and giving everyone equal opportunities;” “It gives us all some common ground to start on by reading;” and “The best part of summer reading was seeing how many people not only at South High but in the community got involved,” are statements relevant to this theme. Student comments reflected that they liked the organization of both the large and small book discussions. These outlets seem to have offered students the opportunity, not only to share their ideas about their books, but also to hear the ideas of their peers. For instance, “The best part of summer reading was coming back to school and hearing others point of view” and “The best part of summer reading for me was being able to share my opinions on the book with my peers” are clear indications of this value.

Satisfying the basic human need to belong has a theoretical connection to human motivation (Maslow, 1987). In short, this construct suggests that when people feel connected to others, they are more likely to be motivated to improve themselves. For instance, the belief that one is part of the overall school climate has a positive influence on motivation and academic engagement (Battistich, Solomon, Kim, Watson, & Schap, 1995; Goodenow & Grady, 1993), and may even decrease at-risk behaviors (Nichols, 2006). A summer reading program, then, might be one way to promote a sense of belonging and connectedness for students.

Discussion and Implications

When school administrators at South High School were planning for the summer reading program, staff members continually pondered the dilemma of how to hold students accountable, yet not make the program punitive. After considerable deliberation, one staff member suggested offering extra credit as an incentive to participate. This

would offer some enticement for students but still stress the voluntary nature of the program. As noted earlier, extrinsic rewards have been shown in some cases to decrease intrinsic motivation (Deci, 1971), however others note the potential for increasing reading motivation (Cameron, et al., 2005; Flora & Flora, 1996).

Another critical element of the summer reading program at South High School was providing students with books free of charge. This practice was intended to provide access to reading material for students and eliminate financial barriers that might prevent them from participating in the program. Students from lower income homes are more dependent on school for reading (Edmund & Bauserman, 2006; Hughes-Hassel & Rodge, 2007; Worthy, Moorman, & Turner, 1999), as they have limited access to reading material (Elley, 1992; Kim, 2004; McQuilan & Au, 2001). When students do have access to books and reading material they are more likely to read and engage in reading activities (Kim 2007, 2004; McQuilan & Au; Neuman, 1999). Similarly, policies (school and community) that increased access to books have a positive impact on achievement especially for lower income students, (Heyns, 1978; Worthy, et al., 1999).

In each of the above cases, extra credit and free books seemed to have served as rewards for summer literacy. Whereas there is contention about the effectiveness of rewards, Gambrell (1996) offers the reward proximity hypothesis. She argues that when a reward is related to the target behavior, as books are closely to reading, students will view the reward as desirable and will learn to value books in addition to reading. Marinak and Gambrell (2008) confirmed Gambrell's hypothesis and noted when students received a book for reading, they were more intrinsically motivated than students who received a

token reward for their reading, thus concluding that when teachers (or schools) want to increase intrinsic reading motivation, providing literacy based rewards (books, bookmarks, etc...) may be beneficial in increasing intrinsic reading motivation.

Taken together one can assume that when schools provide access to reading material and offer some level of incentives or rewards, they may be able to encourage and even increase engagement in literacy activities during times when students would not normally engage in these behaviors. These practices may also provide opportunities to engage in new and different literacy activities.

Another of the main goals of the summer reading program at South High School was to promote leisure reading and life-long learning. As noted earlier, leisure reading, especially among adolescents, has declined over the last 20 years (National Endowment for the Arts, 2007). As such, there was an intentional plan to offer books that students would find appealing but that would also encourage them to read at times when they might not or read books they might choose out for themselves. When schools provide material that appeals to students, they are more likely to engage in voluntary reading, which is positively associated with increased academic achievement (Gottfried, 1985; Guthrie, et al, 1999; Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006).

Key to encouraging students to engage in voluntary reading, in print or electronic form, is exposing them to reading material they will find interesting and that will promote learning. If students are interested in what they are reading, they are likely to continue to be engaged in literary activities. Research indicates both male and female students exhibit displeasure with traditional school-based texts, as they are inconsistent with cultural

norms (Guzzetti & Gamboa, 2004; Love & Hamston, 2004, 2003). Both males and females, however, do report an increased use of new literacies such as electronic media (Hooper, 2005; Love & Hamston, 2004, 2003).

Research (Gottfried, 1985; Guthrie, et al, 1999; Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006) and student comments support the practice of offering high interest contemporary novels in the summer reading program at South High School. It can be assumed that student participation was high at least in part due to the book selection utilized by the school. As students become more engaged in literacy activities, especially voluntary reading, it is likely their interest in that topic will increase (Guthrie & Davis, 2003). Their increased engagement in literacy activities is also likely to result in increased situational interest and informal learning stemming from their reading (Edmunds & Bauserman, 2006; Hidi & Renniger, 2006; Renniger, et al, 1992; Weih, 2008).

Preferred adolescent reading material may not be readily accessible in schools. Rather, teacher-selected materials such as award winning books and classical literature are more often available (Ivey & Broaddus, 2001; Worthy, et al., 1999). However, students prefer reading material from different genres including scary books, sports books, funny books, comics, mysteries, series books, adventure and cartoons (Edmunds & Bauserman, 2006; Hooper, 2005; Ivey & Broaddus 2001; Love & Hamston, 2004, 2003; Weih, 2008; Worthy, et al, 1999). Given this dilemma students are faced with few options for reading. Students may purchase preferred reading materials, however, students with fewer financial resources often simply do not read (Worthy, et al).

If schools, specifically secondary schools, want to increase the amount of time students spend engaged in voluntary reading, it is essential that they offer reading material that is interesting to students and will promote learning. To make their learning more meaningful, schools can provide opportunities for students to have a sense of control over their learning (Deci & Ryan, 2000; Garcia & Pintrich, 1991).

Student comments reflected that they appreciated having a choice in reading material rather than being assigned specific texts. Providing choice in academic assignments (specifically reading materials) is important to promoting autonomy and is essential in promoting student reading motivation (Edmunds & Bauserman 2006; Gambrell, 1996; Guthrie & Davis, 2003; Hooper, 2005; Ivey & Broaddus, 2001; Katz & Assor, 2007; Lapp & Fisher, 2009; Pitcher, et al, 2007; Turner, 1995; Warrican, 2006). Guthrie & Davis (2003) maintain when given the option to choose their reading material, even students that demonstrate reluctance for reading will exhibit effort and persistence in their reading, ultimately helping them to become better readers. Turner (1995) found when students had the ability to choose their books on their own, they chose texts they found interesting and matched their skill level. Interestingly, Turner (1995) also noted that student book choices were more challenging than the ones teachers selected for instructional use.

Student comments and the above noted research (Deci & Ryan, 2000; Garcia & Pintrich, 1991) support the practice of providing autonomous situations for reading. Providing several book titles and genres increased the likelihood that students would find at least one book they were interested in reading. Further, in the case of South High

School, giving students the entire summer to read provided them with the ability to monitor themselves and read when they felt they had time to devote to immersing themselves in their reading.

Another important goal for the summer reading program at South High School was to create a shared experience centered on reading. With that in mind, school administrators selected books that not only would be of interest to students, but also provided opportunities for students to feel a connection with the characters and stories in their books. Research suggests that students should be exposed to reading material that is diverse, relevant to real world issues, and have characters with whom they can identify, including those of cultural minorities (Guthrie & Davis, 2003; Hughes-Hassell & Rodge, 2007; Knoester, 2009; Powell-Brown, 2006). Hughes-Hassell and Rodge argue for the use of multicultural literature that provides validation of urban lives and inner-city culture.

It also was critical that the summer reading program at South High School facilitate instructional opportunities for students to share their feelings about the readings. Providing a stimulating instructional environment with classroom and instructional practices (book talks, book discussions, etc...) that are supportive of literacy activities is associated with increasing reading motivation (Pitcher, et al., 2007). Over time these practices may lead to an increase in generalized intrinsic reading motivation (Guthrie, et al., 2006). Using books as a vehicle for sharing can contribute to interpersonal connections and friendships, which are positively associated with one's well being (Fish & Graff, 2006). The social nature of book clubs, for instance, has made them ideal

venues for individuals to share and discuss their feelings and reactions to works of literature (Flood & Lapp, 2004), and improved student learning and reading comprehension in elementary and middle school students (Brevig, 2006; Kong & Fitch, 2002/2003). Weigh (2008) found book clubs a successful model in promoting reading among middle school boys.

In conclusion, the evidence presented here provides some guidelines for schools and teachers in developing not only summer reading programs, as well as classroom instructional programs designed to increase motivation to read for academic and leisure purposes. Providing students access to reading material and appropriate incentives will help promote increased voluntary (leisure) reading among adolescents, especially when the book selection is such that students find their reading material interesting, offers opportunities for learning, and provides for autonomous experiences. Further, when schools and teachers create instructional situations that allow students to connect with one another and share their feelings about their books, increased motivation for reading is likely to occur even in students with low reading interest.

CHAPTER THREE

Development, Administration, and Analysis of an Instrument to Measure the Reading

Motivations of Adolescents in a Voluntary Summer Reading Program

Abstract

The objective of this study was to develop and administer an instrument to evaluate the reading motivations of adolescents in a voluntary summer reading program. Using motivational constructs uncovered in previous research addressing a similar summer reading program, we created a 22 item, Likert-type scale and then administered the scale to 938 high school students after completion of the program. Specifically we sought to (1) assess the level of agreement a new sample of high school students would have with the constructs from the previous research and (2) document any differences across constructs based on age, gender, ethnicity, and ability level. Results indicated that the instrument provided reliable measurements of student motivations to read and participate in the program, showing general support for the previous research, with important differences related to students' personal factors and individual differences.

Federal accountability measures, defined by No Child Left Behind (NCLB), specify that all students in the United States must be proficient in reading by 2014 (NCLB, 2001). Progress toward those goals, as measured by National Assessment of Educational Progress (NAEP) testing, has over the last 15 years reported results that are mixed, at best. While some grades show improvement in reading, the percentage of students performing at or above the basic and proficient mark has increased in only the lowest grade tested (4th grade). Students in the highest grade tested (12th grade) show no improvement. Further, achievement gaps among female and male students, as well as majority and minority students, were present in all grades ((National Assessment Governing Board & Department of Education, 2006). Thus, meeting these goals may be a challenge, and failing to meet these goals may have potentially negative consequences for schools. Compounding this issue is the loss of reading skills experienced by students over the summer, which can result in up to 1.5 years of reading loss from first to sixth grade (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996), especially for minority and lower income students (Alexander & Entwisle, 1996; Borman, & Dowling, 2006; Borman, Benson, & Overman, 2005; Elley, 1992; Heyns, 1978).

Summer reading programs commonly are implemented in an attempt to help offset the decline of reading scores and the potential for reading loss. Researchers and practitioners have addressed the issue of summer reading (see e.g., Celano & Newman, 2001; Green, 2007; McGaha & Graves, 2007, Tanis, 2003) and postulate that academic gains are related to such programs (Kim, 2007, 2003; Lawrence, McNeal, & Yildiz, 2009; Mallette, Schreiber, Caffey, Carpenter, & Hunter, 2009; Malmgren & Leone, 2000;

Shin & Krashen, 2008). Little research, however, focuses on students' motivation to read over the summer and to participate in summer reading programs. One recent study has addressed qualitatively the impact of a summer reading program on high school students' literacy motivation, however, and it provides the foundation for further quantitative examinations of that same phenomenon (Authors, 2009a).

Foundational Study Overview

In a study by Authors (2009a, 2009b), an in-depth examination of high school students' perceptions of a voluntary summer reading program led to the generation of 11 motivational themes. The study's target reading program took place at "South High," a large, culturally and economically diverse school, serving approximately 1600 students in grades 10-12 in the Southeastern United States. Before the end of the school year, 2006, all students were given a choice of reading one of five high-interest, contemporary novels over the summer. Upon returning to school in the fall, the school hosted a Literacy Day where two of the authors spoke to students. Then students attended book discussions facilitated by staff and community members. The program was completely voluntary. To help ensure accountability, but make the program non-punitive, students were awarded a certificate worth four extra credit points that could be used at the end of the first grading period in one class for their successful participation in the program. Participation was deemed successful if students participated in their book discussions and completed a project based on their book.

After completing the program, students responded to the written, open-ended prompt, '*what was the best thing about summer reading.*' In total, Authors (2009a;

2009b) transcribed over 1000 responses and then analyzed them qualitatively. Eleven motivational themes were uncovered with respect to the value of participating in a voluntary summer reading program (Figure 1): (a) receiving extra credit; (b) receiving a free book; (c) reading over the summer when normally one would not; (d) reading a different kind of book; (e) being of interest; (f) learning; (g) having choice; (h) reading at one's own pace; (i) identifying with character(s); (j) connecting to peers; and (k) connecting through the exchange of ideas. Those 11 themes then were grouped into super-ordinate meaning clusters that represent five broader constructs of reading motivation, representing likely motivations for adolescents to read and participate in a voluntary summer reading program (Figure 1). Those categories were (a) rewards; (b) behavioral prompts; (c) cognitive factors; (d) autonomy and (e) humanistic interactions.

These themes offer some insight into adolescent reading motivation, but they are limited in what understanding they offer. It is unclear, for instance, if these representations of motivation would generalize to another group of students. It is also unclear if the same things motivate all students. Do students' reading motivations differ based on age, gender, ethnicity, or ability level? A need exists to probe further adolescent reading motivations, especially as they relate to summer reading programs.

The Present study

The present study served three purposes. First, we intended to develop a Likert-type scale based on the qualitative themes uncovered in the Authors (2009) study so that those themes could be measured quantitatively with a new sample of students who

completed a similar summer reading program. As you shall see, we constructed a 22-item scale to serve this purpose.

The scale then was used to serve the second and third purposes of this study. The second purpose was to examine the extent to which students from a similar summer reading program agreed or disagreed with the literacy motivation themes generated from the Authors (2009) study. Toward this purpose the following research questions were asked:

1. To what extent does a new sample of students agree or disagree with each of the five major themes from the Authors (2009) study?
2. To what extent does a new sample of students agree or disagree with each of the eleven subthemes?

The third and final purpose of this survey study was to test for differences in agreement with the major themes and subthemes among differing sub-groups of the student population. This purpose was served by addressing the following research question:

3. Do students respond differently to the above motivational factors based on grade, gender, race, and level of? English class?

Scale Development and Construct Validity

There is no instrument currently available to explore student motivation regarding summer reading programs. Further, the qualitative themes developed in the Authors (2009) study provide measureable constructs related to motivation. Consider, for purposes of construct validity, that existing research confirms that providing access to

reading material (Kim, 2007; McQuilan & Au, 2001; Neuman, 1999) and appropriate incentives (Gambrell, 1996; Flora & Flora, 1996; Marinak & Gambrell, 2008) may help promote voluntary (leisure) reading among adolescents. Thus previous research confirms the validity of extra credit, free books, and access related behavioral prompts as possible literacy motivators.

Other research highlights the literacy motivation effects associated with students' selection of reading material they deem interesting (Edmunds & Bauserman, 2006; Hooper, 2005; Ivey & Broaddus, 2001; Love & Hamston, 2004, 2003; Weih, 2008; Worthy, Moorman, & Turner, 1999), or when students are provided with autonomous experiences (Edmunds & Bauserman 2006; Flood & Fisher, 2009; Gambrell, 1996; Guthrie & Davis, 2003; Hooper, 2005; Ivey & Broaddus, 2001; Katz & Assor, 2007; Pitcher, et al, 2007; Taboada, Tonks, Wigfield, & Guthrie, 2009; Warrican, 2006; Turner, 1999). Further, when schools and teachers expose students to reading materials that is diverse, relevant to real world issues, and inclusive of characters to which students can identify, including cultural minorities, students are more likely to feel their lives and culture are validated, thus increasing their motivation to read (Guthrie & Davis, 2003; Hughes-Hassell & Rodge, 2007; Knoester, 2009; Powell-Brown, 2006). Instructional practices such as read-alouds, literature circles, and book clubs that allow students to connect with one another and share their feelings regarding their reading have also been shown to improve student reading motivation. (Brevig, 2006; Fish & Graff, 2006; Lapp & Fisher, 2009; Pitcher, et al., 2007; Weih, 2008). Over time these practices may lead to an increase in generalized intrinsic reading motivation (Guthrie, Hoa, Wigfield, Tonks, &

Perencevich, 2006). Thus, the various thematic forms of connectedness developed in the Authors (2009) study are supported by previous research and motivation theory, as well.

Item Development

Based on the qualitative themes and related motivational construct in support of those themes, the researchers developed items for a summer reading motivation scale. The item development phase of the present study occurred from May to August 2007. Both researchers worked to develop a total of 43 items, with three to four items addressing each of the 11 sub-themes from the Authors (2009) study (see Figure 1). Over the course of three months, the 43 items were continuously edited, based on rules of item construction (Thorndike, 2006). Ultimately, after numerous discussions between the researchers (one of whom is an educational psychologist with a background in psychological measurement), the items were narrowed down to a set of 22, with two items deemed to best capture each of the 11 subthemes from the Authors study. Two items were retained to (a) help ensure better reliability for this current scale and (b) to allow for later modification of the scale if statistics revealed that one item in a pair was less reliable.

Likert-type Scale

The researchers included in the scale a 6-point Likert-type scale rating that was applied to each item. The ratings were (1) completely disagree, (2) strongly disagree, (3) somewhat disagree, (4) somewhat agree, (5) strongly agree, and (6) completely agree. In an effort to more accurately address the research questions, the scale did not have a

neutral option and therefore forced students to make a choice between some level of disagreement or agreement.

Method

Participants

Of the 1180 surveys that were returned, 953 were usable after removing surveys that were incomplete or reflected one response throughout. Two hundred twenty-seven surveys were disregarded and were not used in the analysis. Of the 942 students that listed a grade, 348 were in 10th grade, 314 were in 11th grade, and 280 were in 12th grade. Ten students did not list a grade. Nine hundred forty-one students listed their gender. Of the students that listed their gender, 426 were male, and 515 were female. Twelve students did not list their gender. Of the 919 students that noted their race, 485 were African American, 379 were Caucasian and 55 students identified themselves as “Other” racial groups. Thirty-four students either did not list their race. Eight hundred eighty-seven students listed their academic level as noted by English class. One hundred four students reported being in the lowest track, “Technical Preparation”, 398 students reported being in the “College Preparatory” track, and 385 students reported being in the Honors, Gifted, or Advanced Placement track. Sixty-six students did not list their English class.

Materials

For the 2007 Summer Program, the school offered *The Water is Wide* by Pat Conroy; *The Pact* by Sampson Davis, George Jenkins, Rameck Hunt, and Lisa Page; *Slam* by Walter Dean Myers; *The Bridge* by Doug Marlette; *7 Habits of Highly Effective*

Teens by Sean Covey; *The Secret Life of Bees* by Sue Monk Kidd; *Into Thin Air* by Jon Krakauer; and *The World Made Straight* by Ron Rash as book choices. The school offered the books to students free of charge; however the school did not provide reading guides for students to accompany their book as they had the previous year (Appendix A). No evidence from the first year of the program suggested the reading guides were helpful for students, thus we concluded that their omission was not detrimental to the program.

Students were given a list of suggested book projects (Appendix E) they could complete. Book projects were the same for all students and varied as in the previous year from traditional pen and paper assignments to more creative authentic assessments. Students that participated in the small book discussion and completed projects were given a certificate worth 4 extra credit points that could be used in any one class at the end of the first six-week grading period. Students could earn extra credit points in more than one class, depending on how many books they read and corresponding projects they completed.

Students were given the summer reading survey at the end of their small book discussion time. Students were asked to note their grade, gender, ethnic category, and currently enrolled English. We used their English class as a marker of students' ability level. Although using their English class does not tell us with complete accuracy their reading ability, it does give us some measure of the types of reading material they are reading in class. Students were asked to circle or mark their answers on the survey, which was portrait format on a two-sided page.

Summer Reading Program Procedure

South High School used a similar plan for their summer reading program in 2007. School officials made few changes to the organization of the program from the previous year, stressing the use of high interest, contemporary novels provided to students free of charge with the incentive of receiving extra credit for their participation. The school also continued the use of a Literacy Day to celebrate the students' reading wherein several authors spoke to students in a school-wide assembly. Following the assembly students went to breakout rooms for book discussions based on their book selection. Later in the day, students participated in small book discussions led by a faculty member and community representative.

At the end of the Literacy Day in the second year of the summer reading program, during the individual book discussions, all of the 1353 students at South High School enrolled in regular high school diploma courses were given the Summer Reading Survey to assess their motivation to read in the program (Appendix F). Those students not seeking a regular high school diploma (approximately 200 students) were not given the survey. Students were asked to respond to what extent they would agree or disagree with each statement on a 6-point Likert scale ranging from (1) completely disagree, (2) strongly disagree, (3) somewhat disagree, (4) somewhat agree, (5) strongly agree, and (6) completely agree. Students were also asked to provide the following demographic information: grade, gender, race, English level, and book choice.

Scale Administration and Collection

The summer reading surveys were administered by the small book discussion facilitator. Facilitators discussed the survey responses (Likert-type scale) and asked that the students take the survey seriously because their input would be used by the school to make adjustments to the program. After the surveys were completed, each facilitator returned the surveys to the school principal who then forwarded the surveys to the primary researcher.

Results

Reliability Analysis

The summer reading survey used in this study included 22 items that measured the 5 major themes and 11 subthemes discussed earlier. The purpose of the survey was to measure the extent to which students were motivated to read and participate in the summer reading program at South High School. Cronbach's alpha reliability for the survey was .87 (N=953), which indicates an acceptable level of reliability.

Factor Analysis

All 22 items were entered into SPSS and a factor analysis was performed. A two-factor analysis generated factor loadings that were the most interpretable. Seventeen of the 22 items loaded on 2 factors (Table 2). The first factor, '*Reading Motivation*', which included 13 survey items, accounted for 32% of the variance. The second factor, '*Reluctant Readers*,' which included 4 survey items, accounted for 9% of the variance.

Descriptive Statistics

Descriptive statistics for each survey item are noted in Table 2. Descriptive statistics for the major themes, as well as the subthemes, can be seen in Table 3. Two items in the survey related to each of the eleven subthemes. Each item had a scale of 1-6, and like items were added together for a total score ranging from 2-12. Four of the survey items related to the concept of receiving a reward, behavioral prompts, cognitive factors, and autonomy. Six items related to humanistic interactions. All items had scales of 1-6. Like items were added together for a total score ranging from 4-24 for the first 4 meaning clusters and 6-36 for humanistic interactions. A summary of results is provided in Table 4.

Major Theme Tests for Agreement

Five one-sample t tests were conducted on the survey responses to determine the extent to which students agreed or disagreed that receiving a free book, the behavioral prompts, cognitive factors, autonomy, and humanistic interactions were motivators to read in the summer reading program. The one sample t test can be used to determine whether a test variable is statistically significant from a constant value and the level of agreement or disagreement with the statement. For the purposes of this study, the midpoint on the survey scale was used as the test value, 12 for the first 4 major themes and 18 for the last one. The alpha was set at .05. Descriptive statistics are noted in Tables 4 and 5.

Rewards

The one-sample t test was significant, $t(932) = 5.76, p < .001$. The t test indicates agreement that students were motivated to read because they received rewards. The effect size d of .19 indicates a small effect.

Behavioral Prompts

The one-sample t test was not significant. Students neither agreed nor disagreed with the research question that the behavioral prompts were motivators to read during the summer reading program.

Cognitive Factors

The one-sample t test was significant, $t(922) = 9.78, p < .001$, indicating agreement that cognitive factors motivated students to read during the summer reading program. The effect size d of .31 indicates a small effect.

Autonomy

The one-sample t test was significant, $t(916) = 27.51, p < .001$ indicating agreement that factors of autonomy motivated students to read during the summer reading program. The effect size d of .67 indicates a moderate effect.

Humanistic Interactions

The one-sample t test was significant, $t(915) = -4.75, p < .001$ indicating disagreement that humanistic factors were motivators to read during the summer reading program. The effect size d of .16 indicates a small effect.

Sub-themes Tests for Agreement

Eleven one-sample t tests were conducted on the survey responses to determine the extent to which students agreed or disagreed that the meaning unit items were motivators to read in the summer reading program. Two items in the survey related to each of the eleven meaning unit item themes. Each had a scale of 1-6. Like items were added together for a total score ranging from 2-12. The test value for each item was 6. The alpha was set at .05. Descriptive statistics are noted in Tables 4 and 5.

Extra credit

The one-sample t test was significant, $t(941) = 8.16, p < .001$ indicating agreement that reading a new kind of book was a motivator to read during the summer reading program. The effect size d of .26 indicates a small effect.

Free book

The one-sample t test was significant, $t(938) = 20.67, p < .001$ indicating agreement that receiving a free book was a motivator to read during the summer reading program. The effect size d of .56 indicates a moderate effect.

Not normally reading over the summer

The one-sample t test was significant, $t(936) = 5.37, p < .001$ indicating agreement that without the summer reading program, students either do not or would not read during the summer months. The effect size d of .17 indicates a small effect.

Reading a new kind of book

The one-sample t test was significant, $t(936) = 16.25, p < .001$ indicating agreement that the summer reading program prompted them to read a different kind of

book than they would have normally read. The effect size d of .47 indicates a moderate effect.

Learning

The one-sample t test was significant, $t(932) = 17.99, p < .001$ indicating agreement that learning from their book was a motivator to read during the summer reading program. The effect size d of .51 indicates a moderate effect.

Interest

The one-sample t test was significant, $t(936) = 21.19, p < .001$ indicating agreement that being interest in their book was a motivator to read during the summer reading program. The effect size d of .57 indicates a moderate effect.

Choice

The one-sample t test was significant, $t(931) = 30.71, p < .001$ indicating agreement that being able to choose his or her own book was a motivator to read during the summer reading program. The effect size d of .71 indicates a large effect.

Self-Pace

The one-sample t test was significant, $t(929) = 40.57, p < .001$ indicating agreement that being able to read at his or her own pace was a motivator to read during the summer reading program. The effect size d of .8 indicates a large effect.

Character Identification

The one-sample t test was significant, $t(938) = 10.84, p < .001$ indicating agreement that being able to identify with the characters in their books was a motivator to

read during the summer reading program. The effect size d of .34 indicates a moderate effect.

Connection through exchange of ideas

The one-sample t test was significant, $t(938) = 6.55, p < .001$ indicating agreement that exchanging ideas with their peers in the small reading groups was a motivator to participate in the summer reading program. The effect size d .22 indicates a small effect.

Major Themes Comparisons

Four ANOVAs were performed on survey results for each of the five major themes to determine the relationship in how students responded to the survey items based on grade, gender, ethnic group, and English class. Again, like items were added together to develop total scores. Only significant items are reported. A summary of results is provided in Table 5.

Rewards

Grade. The one-way ANOVA was significant, $F(2, 920) = 10.17, p < .001$. Post Hoc analysis revealed 12th grade students responded higher to items relating to rewards than 10th and 11th grade students. The η^2 of .02 indicates a small relationship between grade and receiving a reward. The MS was 207.03 and $\beta = .99$.

Ethnic Group. The one-way ANOVA was significant, $F(1, 898) = 3.38, p < .05$. Post Hoc analysis revealed Caucasian students responded higher to items relating to rewards than African American students or students in “Other” racial groups. The η^2 of

.007 indicates a small relationship between ethnic group and receiving a reward. The *MS* was 68.87 and $\beta = .64$.

English Class. The one-way ANOVA was significant, Rewards, $F(2, 871) = 3.88$, $p < .05$. Post Hoc analysis revealed Honors / AP students rated items relating to rewards higher than students in College Prep or Tech Prep English. The η^2 of .09 indicates a small relationship between English class and receiving a reward. The *MS* was 79.12 and $\beta = .7$.

Behavioral Prompts

Ethnic group. The one-way ANOVA was significant, $F(2, 893) = 17.12$, $p < .001$. Post Hoc analysis revealed African American students and students from “Other” racial groups rated items related to behavioral prompts higher than Caucasian students. The η^2 of .04 indicates a small relationship between ethnic group and behavioral prompts. The *MS* was 378.46 and $\beta = 1$.

English Class. The one-way ANOVA was significant, $F(2, 863) = 19.95$, $p < .001$. Post Hoc analysis revealed students in Tech Prep and College Prep English rated items relating to behavioral prompts higher than students in Honors / AP English. The η^2 of .044 indicates a small relationship between English class and behavioral prompts. The *MS* was 437.75 and $\beta = 1$.

Cognitive

Grade. The one-way ANOVA was significant, $F(2, 912) = 7.38$, $p < .005$. Post Hoc analysis revealed 12th grade students responded higher to items relating to cognitive factors than 10th and 11th grade students. The η^2 of .016 indicates a small relationship between grade and cognitive factors. The *MS* was 223.06 and $\beta = .94$.

Autonomy

Grade. The one-way ANOVA was significant, $F(2, 906) = 5.98, p < .005$. Post Hoc analysis revealed 12th grade students responded higher to items relating to factors of autonomy than 10th and 11th grade students. The η^2 of .013 indicates a small relationship between grade and autonomy. The MS was 159.53 and $\beta = .88$.

Ethnic group. The one-way ANOVA was significant, $F(2, 883) = 3.18, p < .05$. Post Hoc analysis revealed Caucasian students rated items relating to autonomy higher than African American students. The η^2 of .007 indicates a small relationship between ethnic group and autonomy. The MS was 76.73 and $\beta = .61$.

English Class. The one-way ANOVA was significant, $F(2, 856) = 19.91, p < .001$. Post Hoc analysis revealed Honors / AP students rated items relating to autonomy higher than students in College Prep or Tech Prep English. Students in College Prep English rated items relating to autonomy higher than students in Tech Prep English. The η^2 of .045 indicates a medium relationship between English class and autonomy. The MS was 489.61 and $\beta = 1$.

Humanistic Interactions

Grade. The one-way ANOVA was significant, $F(2, 905) = 3.9, p < .05$. Post Hoc analysis revealed 12th grade students responded higher to items relating humanistic interactions than 10th and 11th grade students. The η^2 of .009 indicates a small relationship between grade and humanistic interactions. The MS was 216 and $\beta = .04$.

Ethnic group. The one-way ANOVA was significant, $F(2, 883) = 12.5, p < .001$. Post Hoc analysis revealed African American students rated items relating to humanistic

interactions higher than Caucasian students. The η^2 of .028 indicates a small relationship between ethnic group and humanistic interactions. The *MS* was 675 and $\beta = 1$.

English Class. The one-way ANOVA was significant, $F(2, 855) = 5.04, p < .005$. Post Hoc analysis revealed College Prep students rated items relating to humanistic interactions higher than students in Honors / AP English. The η^2 of .012 indicates a small relationship between English class and humanistic interaction. The *MS* was 275.44 and $\beta = .82$.

Meaning Unit Comparisons

A series of ANOVAs were performed on survey results for each of the 11 meaning units to determine the relationship in how students responded to the survey items based on grade, gender, race, and English class. Again, like items were added together to develop total scores. A total of forty-four ANOVAs were performed. Only significant items are reported.

Receiving Extra Credit

Gender. The one-way ANOVA was significant, $F(1, 931) = 11.89, p < .001$. Male students rated items relating to receiving extra credit higher than female students. The η^2 of .01 indicates a small relationship between gender and receiving extra credit. The *MS* was 128.05 and $\beta = .99$.

Ethnic group. The one-way ANOVA was significant, $F(2, 909) = 5.82, p < .005$. Post Hoc analysis revealed Caucasian students rated items relating to receiving extra credit higher than African American students. The η^2 of .01 indicates a small relationship between ethnic group and receiving extra credit. The *MS* was 59.5 and $\beta = .86$.

English Class. The one-way ANOVA was significant, $F(2, 878) = 3.84, p < .05$. Post Hoc analysis revealed students in Honors / AP English rated items relating to receiving extra credit higher than students in College Prep English. The η^2 of .01 indicates a small relationship between English class and receiving extra credit. The MS was 48.53 and $\beta = .77$.

Free book

Grade. The one-way ANOVA was significant, $F(2, 931) = 12.27, p < .001$. Post Hoc analysis revealed 12th graders rated items relating to receiving a free book higher than students in 11th or 10th grade. The η^2 of .02 indicates a small relationship between grade and receiving a free book. The MS was 102.31 and $\beta = .99$.

Not normally read

Gender. The one-way ANOVA was significant, $F(1, 927) = 17.83, p < .001$. Male students rated items relating to not normally reading over the summer higher than female students. The η^2 of .02 indicates a small relationship between gender and previously reading over the summer. The MS was 230.13 and $\beta = .99$.

Ethnic group. The one-way ANOVA was significant, $F(2, 906) = 22.28, p < .001$. Post Hoc analysis revealed African American students and students from “Other” racial groups rated items related to not normally reading over the summer higher than Caucasian students. The η^2 .05 indicates a small relationship between ethnic group and previously reading over the summer. The MS was 271.99 and $\beta = 1$.

English Class. The one-way ANOVA was significant, $F(2, 874) = 34.15, p < .001$. Post Hoc analysis revealed students in Tech Prep English rated items relating to not

normally reading over the summer higher than students Honors / AP English. Likewise, students in College Prep English rated items relating to not normally reading over the summer higher than students in Honors / AP English. The η^2 of .07 indicates a medium relationship between English class and receiving extra credit. The *MS* was 416.01 and $\beta = 1$.

Different kind of book

Gender. The one-way ANOVA was significant, $F(1, 925) = 5.84, p < .05$. Female students rated items relating to reading a different kind of book higher than male students. The η^2 of .01 indicates a small relationship between gender and reading a different kind of book. The *MS* was 46.9 and $\beta = 7$.

Interest

Grade. The one-way ANOVA was significant, $F(2, 927) = 7.25, p < .005$. Post Hoc analysis revealed 12th graders rated items relating to being interested in their book higher than students in 11th and 10th grade. The η^2 of .01 indicates a small relationship between grade and receiving a being interested in their book. The *MS* was 59.11 and $\beta = .9$.

English Class. The one-way ANOVA was significant, $F(2, 875) = 3.03, p < .05$. Post Hoc analysis revealed students in Honors / AP English rated items related to being interested in their books higher than students in Tech Prep English. The η^2 of .01 indicates a small relationship between English class and being interested in their book. The *MS* was 27.55 and $1 - \beta = .77$.

Learning

Grade. The one-way ANOVA was significant, $F(2, 922) = 5.32, p < .05$. Post Hoc analysis revealed 12th graders rated items relating to learning higher than students in 11th and 10th grade. The η^2 of .01 indicates a small relationship between grade and being interested in their book. The MS was 59.11 and $\beta = 9$.

Ethnic group. The one-way ANOVA was significant, $F(2, 898) = 5.58, p < .005$. Post Hoc analysis revealed African American students rated items related to learning higher than Caucasian students. The η^2 .01 indicates a small relationship between ethnic group and learning. The MS was 50.93 and $\beta = 88$.

Choice

Grade. The one-way ANOVA was significant, $F(2, 921) = 3.8, p < .05$. Post Hoc analysis revealed 12th grade students rated items relating to having choice higher than 10th grade students. The η^2 of .01 indicates a small relationship between grade and having choice of books. The MS was 34.14 and $\beta = 62$.

Ethnic group. The one-way ANOVA was significant, $F(2, 898) = 4.98, p < .05$. Post Hoc analysis revealed Caucasian students rated items related to having choice higher than African American students. The η^2 .01 indicates a small relationship between ethnic group and having choice of books. The MS was 37.41 and $\beta = 79$.

English Class. The one-way ANOVA was significant, $F(2, 869) = 19.4, p < .001$. Post Hoc analysis revealed students in Honors / AP English rated items related to having choice higher than students both College Prep and Tech Prep English. Students in College Prep English rated items related to having choice higher than students in Tech

Prep English. The η^2 of .04 indicates a small relationship between English class and having choice of books. The *MS* was 19.3 and $\beta = 1$.

Self-Pace

Grade. The one-way ANOVA was significant, $F(2, 921) = 6.53, p < .005$. Post Hoc analysis revealed 12th graders rated items relating to reading at their own pace higher than students in 11th and 10th grade. The η^2 of .01 indicates a small relationship between grade and self paced reading. The *MS* was 40.69 and $\beta = 87$.

Gender. The one-way ANOVA was significant, $F(1, 919) = 4.61, p < .05$. Female students rated items relating to reading at their own pace higher than male students. The η^2 of .01 indicates a small relationship between gender and self paced reading. The *MS* was 41.69 and $\beta = 68$.

English Class. The one-way ANOVA was significant, $F(2, 868) = 10.58, p < .001$. Post Hoc analysis revealed students in Honors / AP English rated items related to reading at their own pace higher than students both College Prep and Tech Prep English. The η^2 of .02 indicates a small relationship between English class and self paced reading. The *MS* was 70.31 and $\beta = 99$.

Character Identification

Grade. The one-way ANOVA was significant, $F(2, 928) = 5.38, p < .05$. Post Hoc analysis revealed 12th grade students rated items relating to character identification higher than both 10th and 11th grade students. The η^2 of .01 indicates a small relationship between grade and character identification. The *MS* was 34.14 and $\beta = 62$.

Ethnic group. The one-way ANOVA was significant, $F(2, 905) = 8.87, p < .001$. Post Hoc analysis revealed African American students rated items related to character identification higher than Caucasian students. The $\eta^2 .02$ indicates a small relationship between ethnic group and character identification. The MS was 90.7 and $\beta = .98$.

Peer Connection

Race. The one-way ANOVA was significant, $F(2, 897) = 7.87, p < .001$. Post Hoc analysis revealed African American students rated items related to character identification higher than Caucasian students. The $\eta^2 .02$ indicates a small relationship between race and peer connection. The MS was 66.78 and $\beta = .96$.

English Class. The one-way ANOVA was significant, $F(2, 868) = 4.43, p < .05$. Post Hoc analysis revealed students in Tech Prep and College Prep English rated items relating to peer connection higher than students in Honors / AP English. The η^2 of .01 indicates a small relationship between English class and peer connection. The MS was 38.41 and $\beta = .78$.

Connection through exchange of ideas

Race. The one-way ANOVA was significant, $F(2, 904) = 8.77, p < .001$. Post Hoc analysis revealed African American students rated items related to connection through the exchange of ideas higher than Caucasian student. The $\eta^2 .02$ indicates a small relationship between race and connection through the exchange of ideas. The MS was 80.14 and $\beta = .97$.

English Class. The one-way ANOVA was significant, $F(2, 874) = 3.62, p < .05$. Post Hoc analysis revealed College Prep students rated items related to connection

through the exchange of ideas higher than students in Honors / AP English. The η^2 .01 indicates a small relationship between race and connection through the exchange of ideas. The *MS* was 32.67 and $\beta = 67$.

Discussion

The purpose of this study was three-fold. The first goal was to develop and administer an instrument to measure adolescent reading motivation in a school-wide summer reading program. Student comments from the first year of the program led to a quantitative instrument that was administered to a new group of students during the second year of the program.

The second and third goals were to use the summer reading survey to (1) assess the extent to which students agree or disagree that each of the constructs and themes were motivators to read over the summer and (2) determine how students respond differently to the above motivational factors based on grade, gender, race, and English class.

We found that students agreed with items that represented three out of the five major themes and 10 of the 11 subthemes. Students from different demographic groups responded differently to survey items, suggesting important differences in how certain groups of students might be motivated for summer literacy behaviors.

A critical element of the summer reading program at South High School was that students received books at no charge. Overwhelmingly students responded the first year that they appreciated this practice. The school's intent was to eliminate financial barriers students might face if they had to purchase the books themselves. South High School has a large number of students living in poverty. The majority of those students are African

American so it was assumed this practice would offer would be most well received by African American students. While students from all racial groups agreed with the items relating to receiving a free book, Caucasian students responded with stronger agreement than African American students.

When planning for the summer reading program, school administrators at South High School struggled with the idea of how to encourage intrinsic motivation to read, but still provide some level of accountability. One staff member suggested the idea of offering extra credit for students that participated and completed a project based on their book. This was implemented, and students overall agreed that they were motivated to read over the summer because they received extra credit. Male students responded higher suggesting as Davis, Winsler, & Middleton (2006) do, that male students may be more receptive to extrinsic reinforcers. Caucasian students and students from the upper ability group also responded higher to these items. Given that the school is highly tracked and few African American students are in the Honors / AP track, the racial differences in agreement between free book and extra credit, when taken together, suggest that these rewards might have different levels of potency for African American students.

Overall, students neither agreed nor disagreed that the summer reading program provided *Behavioral Prompts*. Perhaps many of them were already reading over the summer or the books they choose to read for the program were not different than what they would normally read. Upon further analysis we found variations within the demographic groups that are worth discussing, however. We found that girls, Caucasian students, and students from the upper level ability group at South High School were more

likely to agree less with these items. This finding is consistent with others (Elley, 1992; Hooper, 2005; Love & Hamston, 2004, 2003) who have noted males generally read less than females. It is also consistent with previous research by Hassel-Hughes and Rodge (2007) who found urban and minority youth to be less involved in reading over the summer. We can assume based on this finding that males, minority students, and students from the lower ability groups read more over the summer than they were before the program, an outcome that is certainly positive.

Students agreed with the items that related to cognitive factors, responding that they were interested in their books and found they were learning from the things they were reading. These findings, too, are consistent with previous research that found the use of high-interest reading material was linked to reading motivation (Picher, et al, 2007; Shin & Krashen, 2008; Stallworth, 2006). Thus, a deliberate attempt to provide high-interest books seems to have had the desired effect.

There was a deliberate attempt to find books in which the main character(s) or plot line would be consistent with the lives of American teenagers. Students responded favorably to these items. Responses indicated a large majority of African American students selected books that have African American main characters. However, student responses were lower than anticipated regarding issues of feeling connected to their peers as a result of this common experience of reading and sharing their ideas with others. We did not expect this result given the large number of positive responses from the previous year. A number of things could have occurred. Based on some student comments on the surveys they may not have understood the intent of the questions. Students were asked to

rate the extent to which they felt connected to their peers as a result of the summer reading program. One student wrote on her survey that her friends read different books than she did so she did not feel connected to them. It is possible that while our goal was for students to reflect on the summer reading program as a shared experience, students may have interpreted the question to reflect their feelings on their specific group of friends.

Although students overall agreed with items related to feeling connected to their peers through their interactions in the book discussions, students rated these items lower than we anticipated given the large number of positive responses from the first year. Again, it is possible that students misunderstood the intent of the survey items. Another possibility is the overall structure of the book discussions. Some teachers at South High School did not attend staff development offered by the school on facilitating book discussions. A student commented on her survey that her teacher did not allow students to discuss the book, but instead, “Talked to us about the book.” Further investigation is needed to determine the dynamics of the small book discussions.

Overall, African American students responded more favorably to the factors of humanistic interactions. This occurrence suggests a number of things. Nichols (2006) notes that minority students and students living in poverty feel less a sense of belonging in school. Given the majority of students at South High School living in poverty are African American, these factors should be taken together. Our findings suggest that this program is having an positive effect on improving positive feelings among African American students.

Conclusion

The design of the South High summer reading program and the two studies that now have explored it offer evidence of the impact similar programs might have. This study adds to existing literature regarding the reading habits and motivations of adolescent students, specifically those in high school. Given the prevalence of high school summer reading programs and the lack of research on those programs, this study offers researchers and practitioners insights into developing and evaluating summer reading programs. Providing students with access to free books, extra credit for participating, autonomy, and high interest reading options has the potential to boost summer literacy motivation for high school students.

Limitations and Future Research

We acknowledge a number of limitations in this study. First, all responses are self-reported. Although the scale suggests a high level of reliability, one cannot be sure with absolute certainty that students have responded to statements with complete honesty. Second, although there is a large sample included in this study, the sample only includes one school. This group of students only represents a small percentage of students involved in summer reading programs. It is unclear if these results would generalize beyond this school or group of students.

Future studies can provide additional information on student motivation regarding summer reading programs and the impact of summer reading programs on students. Additional information is needed to explore the dynamics of the small book discussions, how they are facilitated, and how they add to student understanding of their reading.

Conducting interviews with students regarding not only the small book discussions but also the reading program in general may provide additional information on how students value this experience. Another suggestion for future research should be an attempt to refine this survey, resulting in a shorter, more economical version.

CHAPTER FOUR

Differences Among Students' Literacy Motivation Stemming From a Voluntary Summer Reading Program

Abstract

The prevalence of summer reading programs has driven research into their effects and efficacy. One previous, qualitative study revealed motivational themes stemming from high school students' perceptions of the value of participating in a summer reading program. Other related research has tested those themes with another sample of high school students through the development and administration of a 22-item survey instrument. This paper reports on a study that further refines that survey, with the intent of disseminating the survey for use by interested school officials. A new sample of approximately 1400 students from a voluntary, high school, summer reading program completed a revised version of a scale developed by Authors (2009). Results indicated near uniform trends and comparisons of motivational constructs among students of differing grade, gender, ethnicity, and ability level, even when reading selections differed across summer reading programs. Thus the present study suggests that the themes and trends from previous research can be reliably measured with a shorter, more condensed, 11-item version of the survey. Implications for designing a summer reading program are discussed.

Introduction

There has been considerable interest in the topic of summer learning loss in recent years. Barbara Heyns explored this occurrence in her seminal work, *Summer Learning and the Effects of School* (1978), where she studied the impact of the summer break on the reading achievement of middle school students in Atlanta, Georgia in the early 1970s. Heyns noted that students experienced roughly the same amount of academic growth over the academic year regardless of their race or socio-economic level. During the summer months, however higher income students of both racial groups experienced a growth in student learning, while lower income students either stayed the same or experienced a loss of academic achievement.

Alexander, Entwisle, & Olson (1997) documented similar results in their study which explored the same phenomenon, but this time in Baltimore 20 years later. Alexander et al (1997) suggest that more learning occurs in school for students of all backgrounds; however lower income students (all races) experienced a loss in academic achievement over the summer. They noted this gap was cumulative and widened as students progressed through school. Further, they suggest that this cumulative loss is responsible for the majority of the achievement gap between higher and lower income students by the time they enter high school. Cooper, Nye, Charlton, Lindsay, and Greathouse (1996) quantified these cumulative losses in their review of literature related to summer reading loss and maintain that students lose 1.5 years of reading development between first and sixth grade.

While this information paints a rather dismal picture of student reading achievement, a number of researchers have offered suggestions to help offset these results. Heyns (1978) noted the single greatest summer activity associated with summer learning was reading; and the number of books a child read over the summer positively correlated with achievement. Cooper, et al. (1996) state, “if programs (summer enrichment) have the explicit purpose of mitigating inequities across income groups, then a focus on summer reading instruction for lower-income students would seem to be most beneficial” (p. 234) As such, many number schools and school districts employ the practice of using summer reading programs as not only an extension of the regular school year, but also to help diminish the effects of summer reading loss experienced by some students.

Summer Reading Programs

A number of researchers have reported on the positive effects of summer reading programs. Many of these programs are based in community libraries. Summer Library Reading Programs (SLRP) began over 100 years ago and remain common throughout the country. Public libraries play an important role in the cultivation of America’s literacy. They provide access to large amounts of print material and “meaningful language opportunities” especially for children (Celano & Neuman, 2001). A primary goal for public libraries is promoting literacy skills for preschool and elementary children (Fiore, 2007).

Celano and Neuman (2001) studied the library summer reading programs throughout Pennsylvania to determine their effectiveness in promoting literacy activities

in preschool and elementary age children. The researchers concluded that the summer reading programs were successful in increasing the number of children who visited the library and checked out books over the summer. Similarly, The Evaluation and Training Institute (ETI), which evaluated a summer library program in California, found that the program (a) was successful in encouraging students to read; (b) increasing the amount of time students spent reading; and (c) was a contributing factor in increasing or maintaining students' reading skills over the summer months. A key finding was the extent to which summer reading participants reported high levels of reading enthusiasm Celano and Neuman (2001).

Public educators also have documented the practice of utilizing summer reading programs. The US Department of Education authorized a Summer Reading Achievers Pilot program during the summers of 2003 and 2004 for select areas in the United States. The goal of the program was to mitigate summer reading loss for children in grades K-8 and encourage students to read 10 books over the summer (U.S. Department of Education, 2004). The program has since been discontinued.

Kim (2007, 2004) explored the impact of a voluntary summer reading program on the reading habits of elementary age children. He found students who had access to books and received school reminders about their reading read more books and participated in more literacy activities than those students who did not receive books and school reminders (2007). Kim (2004) also confirmed Heyns' (1978) finding that the amount of reading done by students over the summer was positively associated with improved academic achievement in the fall. Shin and Krashen (2006) document the effectiveness of

a reading program on academic achievement of elementary students in summer remediation program. In their program, students participated in either a traditional summer school program that focused on literacy instruction, or literacy instruction paired with free reading. They found their experimental group which offered students the opportunity to choose from high interest reading material and read during their instructional time, resulted in higher academic gains than the control group that did not engage in free reading.

All of these programs are designed with the intention of increasing exposure to print material during the summer months when summer reading skills are likely to decline, and improving academic skills; however, as their focus is on elementary age students, it is unclear if their findings would be applicable in secondary settings. Malmgren and Leone (2009) found a summer reading program focused on remediation and basic skill effective in increasing reading achievement in incarcerated juveniles. Similarly, Lawrence, McNeal, & Yildiz (2009) found a summer reading program to be effective in promoting interest in reading material when coupled with high interest reading and technology.

If we accept the notion that programs focused on reading will aid in diminishing the effects of summer reading loss, these programs are important. A greater question however is how to ensure that students participate. Is a summer reading program a worthy endeavor if students do not participate? We must ask then, what factors contribute to student participation? This question lies partly in the realm of reading motivation.

Research supports that reading motivation is a strong predictor of reading amount and likewise, reading amount a strong predictor of reading comprehension and achievement (Guthrie, Wigfield, Metsala, & Cox, 1999; Heyns, 1978.) Thus, one may conclude that when students are motivated, they will read and ultimately become better readers. Key to this argument is determining exactly what motivates students to read and if those factors are consistent across age, racial, gender, and socio-economic levels.

Reading motivation, like motivation in general, can be either intrinsic, extrinsic, or both (Guthrie, Wigfield, Metsala, & Cox, 1999). Wigfield and Guthrie (1995) identified reading efficacy, reading challenge, curiosity, aesthetic enjoyment, recognition, social, and competition as dimensions of reading motivation. Although they grouped dimensions of reading into intrinsic and extrinsic dimensions of motivation, those dimensions are not constant. Interest and reading motivation may be situational and influenced by classroom behaviors and interactions. Those instructional contexts may lead to increased intrinsic motivation for reading (Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006; Wigfield, Guthrie, Tonks, & Perencevich, 2004). It is important to note that the above-mentioned research focused on elementary age students during regular classroom instructional time. It is unclear if these results and constructs would remain consistent with older students in summer program.

Background of Study

This study focuses on the third year of a summer reading program at a large high school in the Southeastern United States. The school, to which we will refer to as South High School, began its summer reading program in 2006. During that time the school

served approximately 1600 students in grades 10-12. The school's student body is 65% African American, 30% Caucasian, and 5% "Other" racial groups. Approximately 12% of the student body receives special education services and will not receive a regular high school diploma. Sixty percent of the students receive free or reduced lunch services. Seventy-five percent of those students are African American. The school has three academic tracks. The first academic track, Technical Preparatory, is intended for students that do not plan to study at a traditional four-year college following graduation. This academic track is suited for those students that will either attend a technical college or join the work force after school. The second track, College Preparatory, is intended for students that plan to attend a four-year university following graduation. The third track, Gifted / Honors / Advanced Placement (AP) is intended for advanced students. Almost exclusively standardized test scores determine acceptance in the highest track.

The summer reading program stressed providing students a choice of one of five high interest contemporary novels. The program was completely voluntary, however, to ensure some level of accountability, students were awarded extra credit for their participation in the program. Participation was recognized as successful if students participated in a small book discussion and completed a project based on their book. At the end of the school year (2006) students at South High School were given a choice of one of five novels to read over the summer. They were also given a reading guide (Appendix A) to help with their reading and a list of potential projects (Appendix B) they could complete to do document their participation. Projects varied by book and offered students opportunities to demonstrate their learning in a number of creative ways as well

as with traditional “pen and paper” assignments. When school began in August 2006, the school hosted a Literacy Day where two authors spoke to students. Later in the day, students participated in small book discussions facilitated by staff members and community volunteers.

Year I Results

At the end of the first year of the summer reading program at South High School, students responded to an open-ended survey (Appendix C), administered by the principal, asking them their feelings regarding the best thing about summer reading. Each student comment (N=1133) was transcribed (Appendix D). The comments were analyzed using a quasi-phenomenological technique as suggested by (Moustakas, 1994). After each comment was transcribed, like comments were grouped together. As we continued to review the student comments and groupings, 11 prominent themes emerged. The themes were: (a) receiving extra credit; (b) receiving a free book; (c) not normally reading over the summer; (d) reading a new kind of book; (e) interest; (f) learning; (g) choice; (h) reading at own pace; (i) character identification; (j) peer connection; (k) connection to peers through the exchange of ideas. Upon further examination, we were able to group these 11 themes into 5 super-ordinate constructs of reading motivation (Figure 1).

Supporting Literature

Our findings are consistent with existing literature on reading motivation. Taboada, Tonks, Wigfield, & Guthrie (2008) identified 5 similar concepts of reading motivation. They identified (a) interest; (b) perceived control; (c) self-efficacy; (d) involvement and (e) social collaboration as dimension of reading. The researchers

suggest these motivational constructs are important indicators of students' motivation independent of reading comprehension. It is important to note, however, that Guthrie and Wigfield developed and tested these constructs on younger children (elementary and middle school) during normal instructional times. Pitcher et al. (2007), found similar conditions when exploring adolescent reading motivation at the secondary level. They found offering choice in reading material, using diverse texts, including new literacies, and creating instructional situations that encourage student and teacher interactions were positively associated with reading motivation.

Year II Program

Based on the positive response from students, staff, and community members, along with confirmation that the program was indeed research based, the school continued the summer reading program for the summer of 2007. The school made very few changes to the program during the second year. Students were still given a choice of books to read. During this year students had the choice of 7 instead of 5 books. The Literacy Day model remained unchanged. They also continued to make the program voluntary and maintained the practice of offering extra credit for student participation in the small book discussions and completion of projects based on their books (Appendix E). The student population at South High remained largely unchanged during the 2007-08 school year with regard, to student enrollment, racial composition, poverty index, and ability groupings.

Year II Results. The summer reading survey (Appendix F) was administered to the students at the end of their individual small book discussions. Survey results are noted

in Tables 4-8. Students as a whole agreed with 4 out of 5 of the meaning clusters and 10 of 11 of the meaning units. Upon further analysis, we found that individual interactions of particular student groups noted interesting levels of agreement.

Present Study

The purpose of this study was to test a shortened version of the survey instrument developed and tested in the first two phases. The study attempts to compare generalizations of secondary students' reading motivations, as well as student responses in the original pilot study with a new group of students and examines the results for measurement implications. The research questions for this study are:

1. Can a refined, shortened scale provide a valid and reliable measure of student reading motivation in a summer reading program?
2. To what extent do a new group of students agree or disagree with the proposed constructs of reading motivation in a voluntary summer reading program?
3. How do students from different demographic groups (age, gender, race, and ability level) respond to the proposed constructs of reading motivation?

Instrument Refinement

Following analysis of survey results from the second year of the program, we began the process of refining the original scale. Although students disagreed with one of the meaning cluster items (behavioral prompts) and one of the meaning unit items (connection to peers) we decided to leave these items in the scale for the following year.

The reason to do so was in part because they had been such prominent ideas noted by students in their comments from the first year and because within specific student populations we found agreement. As noted earlier, we used 2 survey items per specific motivational theme. After determining the mean value for each of the 11 meaning unit items we eliminated the item that was further away from the mean. Descriptive statistics are noted in Table 3. We continued the use of a 6-point Likert-type scale for each item. Students rated items (1) completely disagree; (2) strongly disagree; (3) somewhat disagree; (4) somewhat agree; (5) strongly agree; and (6) completely agree. As in the previous years there was no neutral item.

Method

Participants

Enrollment at South High School in August 2008 was 1397. The student population decreased by approximately 200 students, demographic information, however, remained the same. Sixty-five percent of students report being African American, 30% of students report being Caucasian, and 5% report being of “other” racial categories, including Hispanic, Asian, and Native American students. Sixty percent of students at South High School receive free or reduced lunch. Seventy-five percent of those that receive free or reduced lunch are African American. Ability groupings remained largely the same (20% Tech Prep, 45% College Prep, and 35% Honors / AP).

In total, 969 surveys were returned. Six hundred fifty six surveys were useable. Of the 635 students that listed a grade, 229 were in 10th grade, 210 were in 11th grade, and 196 were in 12th grade. Twenty-one students did not list a grade. Of the 608 students that

listed their gender, 264 were male, and 344 were female. Forty-eight students did not list their gender. Of the 622 students that noted their race, 319 were African American, 231 were Caucasian, and 72 reported being “Other” racial categories. Thirty-four students did not list their race. As there were a limited number of students from races other than African American and White, only those races are reported. Six hundred one students listed their academic level as noted by English class. Twenty-six students reported being in the lowest track, “Technical Preparation”, 293 students reported being in the “College Preparatory” track, and 282 students reported being in the Honors, Gifted, or Advanced Placement track.

Materials

For the 2008 Summer Reading Program, the school offered *Clover* by Dori Sanders, *The Camel Bookmobile* by Masha Hamilton; *Night* by Elie Wiesel; *Uglies* by Scott Westerfeld; *American Born Chinese* by Gene Luen Yang; *The First Part Last* by Angela Johnson; *The Greatest Generation* by Tom Brokaw; *Cuba 15* by Nancy Osa; and *Knights of Hill Country* by Tim Tharp as book choices. As in the previous year, no reading guides were provided. Project lists were given to all students with their book (Appendix G). The school followed the same procedure of allowing students to earn 4 extra credit points for completing a book project and participating in their small book discussion. Students were, however limited to earning extra credit in only one class.

Refined Survey. Students from South High School completed a revised, shortened survey at the end of their small book discussions during the school’s summer reading program (Appendix H). The survey was two-sided and in landscape format. The small

book discussion facilitator administered the summer reading surveys. Those individuals discussed the survey response and the note for collection of research to students that was at the top of the survey. The scale reflected 11 items rating motivation at each of the meaning unit levels. Students were asked to respond to what extent they would agree or disagree with each statement on a 6-point Likert scale ranging from (1) completely disagree, (2) strongly disagree, (3) somewhat disagree, (4) somewhat agree, (5) strongly agree, and (6) completely agree. Students were given the summer reading survey at the end of their small book discussions. They were asked to note demographic information (age, gender, race, and English class) on the survey. We used the students' English class as a marker for their ability group. Although this does not provide a completely accurate assessment of their ability, it does give insight into their achievement in school.

Summer Reading Program Procedure

At the end of the literacy day, during the individual book discussions, all students at South High School enrolled in regular high school diploma courses were given the Summer Reading Survey to assess their motivation to read in the program (Appendix H). Those students not seeking a regular high school diploma were not given the survey. .

Results

Reliability and Factor Analysis

Useable survey information was entered into SPSS 16.0 software and analyzed. Reliability analysis noted Cronbach's alpha was .62. A factor analysis was performed on all survey items. Eight of the 11 items loaded onto 2 factors (Table 9). The first factor,

which we call '*Reading Engagement*,' accounted for 21% of the variance. Four items, which we call '*Reading Interaction*,' accounted for 17% of the variance.

Results

A one-sample *t* test was used to determine agreement or disagreement for items at the cluster and unit level. The one sample *t* test can be used to determine whether a test variable is statistically significant from a constant value. One item in the survey related to each of the eleven meaning unit items. Each item had a scale of 1-6. Two of the survey items related to each of the following concepts: (a) receiving a reward, (b) behavioral prompts, (c) cognitive factors, and (d) autonomy. Three items related to humanistic interactions. All items had scales of 1-6. Items that related the larger concepts were added together for a total score ranging from 2-12 for the first 4 meaning clusters and 3-18 for humanistic interactions. For example items that related to learning and being interested in the books were added together to create a total score for "cognitive factors". Likewise items that related to receiving a free book and receiving extra credit were added together to create a total score for rewards.

Meaning Cluster Test for Agreement

Five one-sample *t* tests were conducted on the survey responses to determine the extent to which students agreed or disagreed that receiving a free book, the behavioral prompts, cognitive factors, autonomy, and humanistic interactions were motivators to read in the summer reading program. There are two assumptions of the one-sample *t* test, 1) the test variable is normally distributed within the population and 2) The cases represent a random sample from the population and the test variable scores are

independent. For the purposes of this study, the midpoint on the survey scale was used as the test value, 6 for the first 4 clusters and 9 for humanistic interactions. The alpha was set at .05. Descriptive statistics and results are noted in Tables 10-14.

Rewards

The one-sample t test was significant, $t(649) = 15.15, p < .001$ indicating agreement that students were motivated to read because they received rewards. The effect size d of .51 indicates a moderate effect.

Behavioral Prompts

The one-sample t test was significant, $t(649) = 13.32, p < .001$ indicating agreement that the summer reading program prompted changes in their normal reading behavior. The effect size d of .46 indicates a moderate effect.

Cognitive Factors

The one-sample t test was significant, $t(647) = 23.22, p < .001$ indicating agreement that cognitive factors motivated students to read during the summer reading program. The effect size d of .67 indicates a moderate effect.

Autonomy

The one-sample t test was significant, $t(644) = 45.83, p < .001$ indicating agreement that factors of autonomy motivated students to read during the summer reading program. The effect size d of .91 indicates a large effect.

Humanistic Interactions

The one-sample t test was significant, $t(643) = 5.04, p < .001$ indicating that humanistic factors were motivators to read during the summer reading program. The effect size d of .19 indicates a small effect.

Meaning Units Tests for Agreement

Eleven one-sample t tests were conducted on the survey responses to determine the extent to which students agreed or disagreed that the meaning unit items were motivators to read in the summer reading program. One item in the survey related to each of the eleven meaning unit item themes. Each had a scale of 1-6. The test value for each item was 3. The alpha was set at .05. Descriptive statistics and results are noted in Tables 10-14.

Extra credit

The one-sample t test was significant, $t(650) = 3.99, p < .001$ indicating agreement that reading a new kind of book was a motivator to read during the summer reading program. The effect size d of .15 indicates a small effect.

Free book

The one-sample t test was significant, $t(654) = 18.81, p < .001$ indicating agreement that receiving a free book was a motivator to read during the summer reading program. The effect size d of .59 indicates a moderate difference.

Not normally reading over the summer

The one-sample t test was significant, $t(649) = 5.58, p < .001$ indicating disagreement that without the summer reading program, students either do not or would not read during the summer months. The effect size d of .21 indicates a small effect.

Reading a different kind of book

The one-sample t test was significant, $t(655) = 14.56, p < .001$ indicating agreement that the summer reading program prompted them to read a different kind of book than they would have normally read. The effect size d of .49 indicates a moderate effect.

Interest

The one-sample t test was significant, $t(651) = 24.3, p < .001$ indicating agreement that being interest in their book was a motivator to read during the summer reading program. The effect size d of .69 indicates a moderate effect.

Learning

The one-sample t test was significant, $t(651) = 15.2, p < .001$ indicating agreement that learning from their book was a motivator to read during the summer reading program. The effect size d of .51 indicates a moderate effect.

Choice

The one-sample t test was significant, $t(649) = 34.53, p < .001$ indicating agreement that being able to choose his or her own book was a motivator to read during the summer reading program. The effect size d of .8 indicates a large effect.

Self-Pace

The one-sample t test was significant, $t(650) = 44.75, p < .001$ indicating agreement that being able to read at his or her own pace was a motivator to read during the summer reading program. The effect size d of .87 indicates a large effect.

Character Identification

The one-sample t test was significant, $t(652) = 6.88, p < .001$ indicating agreement that being able to identify with the character(s) in their books was a motivator to read over the summer. The effect size d of .26 indicates a small effect.

Peer Connection

The one-sample t test was significant, $t(652) = -6.27, p < .001$ indicating disagreement that reading the same books as other students gave students a sense of connection to their peers. This appears to not be a motivating factor in students' participating in the summer reading program. The effect size d -.24 indicates a small effect.

Connection through exchange of ideas

The one-sample t test was significant, $t(649) = 9.55, p < .001$ indicating agreement that exchanging ideas with their peers in the small reading groups was a motivator to participate in the summer reading program. The effect size d .26 indicates a small effect.

Major Theme Comparisons

Four ANOVAs were performed on survey results for each of the five meaning clusters to determine the relationship in how students responded to the survey items based on a) grade, b) gender, c) ethnic group, and d) English class. Again, like items were

added together to develop total scores. Only significant items are reported. Descriptive statistics and results are noted in Tables 10-14.

Rewards

Grade. The one-way ANOVA was significant, $F(2, 628) = 4.24, p < .05$. Post Hoc analysis revealed students in 11th and 12th grade responded higher to items relating to rewards than 10th grade students. The η^2 of .013 indicates a small relationship between grade and receiving a reward. ($MSE = 26.3, \beta = .74$).

Gender. The one-way ANOVA was significant, $F(1, 602) = 7.0, p < .005$. Male students rated items relating to receiving rewards higher than female students. ($MSE = 378.46, \beta = 1$).

Ethnic group. The one-way ANOVA was significant, $F(2, 615) = 6.69, p < .005$. Post Hoc analysis revealed Caucasian students rated items relating to receiving rewards higher than African American students. The η^2 of .02 indicates a small relationship between ethnicity and receiving a reward. ($MSE = 40.83, \beta = .92$).

Behavioral Prompts

Gender. The one-way ANOVA was significant, $F(1, 602) = 17.54, p < .001$. Male students rated items related to behavioral prompts higher than female students. The η^2 of .03 indicates a small relationship between gender and receiving a reward. ($MSE = 115.25, \beta = .99$).

Cognitive

Grade. The one-way ANOVA was significant, $F(2, 626) = 4.42, p < .05$. Post Hoc analysis revealed 11th and 12th grade students responded higher to items relating to

cognitive factors than 10th grade students. The η^2 of .014 indicates a small relationship between grade and cognitive factors. ($MSE = 29.37$, $\beta = .76$).

Gender. The one-way ANOVA was significant, $F(1, 600) = 22$, $p < .001$. Female students rated items relating to cognitive factors higher than male students. The η^2 of .045 indicates a small relationship between gender and cognitive factors. ($MSE = 140.16$, $\beta = 1$).

Ethnicity. The one-way ANOVA was significant, $F(2, 613) = 5.35$, $p < .05$. Post Hoc analysis revealed African American and students from “Other” racial groups rated items relating to cognitive factors higher than Caucasian students. The η^2 of .02 indicates a small relationship between ethnicity and receiving a reward. ($MSE = 35.53$, $\beta = .84$).

English Class. The one-way ANOVA was significant, $F(2, 593) = 3.34$, $p < .05$. Post Hoc analysis revealed students in Tech Prep English rated items related to cognitive factors higher than students in Honors / AP English. The η^2 of .01 indicates a small relationship between English class and receiving a reward. ($MSE = 22.17$, $\beta = .63$).

Autonomy

Grade. The one-way ANOVA was significant, $F(2, 623) = 6.82$, $p < .005$. Post Hoc analysis revealed students in 11th and 12th grade responded higher to items relating to factors of autonomy than 10th grade students. The η^2 of .02 indicates a small relationship between grade and autonomy. ($MSE = 33.52$, $\beta = .92$).

Gender. The one-way ANOVA was significant, $F(1, 597) = 12$, $p < .05$. Females rated items relating to autonomy higher than males. The η^2 of .02 indicates a small relationship between gender and autonomy. ($MSE = 58.91$, $\beta = .93$).

Ethnic group. The one-way ANOVA was significant, $F(2, 609) = 5.68, p < .05$. Post Hoc analysis revealed Caucasian students and students from “Other” racial groups rated items relating to autonomy higher than African American students. The η^2 of .02 indicates a small relationship between ethnicity and autonomy. ($MSE = 27.4, \beta = .86$).

English Class. The one-way ANOVA was significant, $F(2, 591) = 6.86, p < .005$. Post Hoc analysis revealed Honors / AP students rated items relating to autonomy higher than students in College Prep or Tech Prep English. Students in College Prep English rated items relating to autonomy higher than students in Tech Prep English. The η^2 of .02 indicates a medium relationship between English class and autonomy. ($MSE = 30.87, \beta = .92$).

Humanistic Interactions

Grade. The one-way ANOVA was significant, $F(2, 622) = 3.95, p < .05$. Post Hoc analysis students in 11th and 12th grade rated items relating to humanistic interactions higher than students in 10th grade. The η^2 of .01 indicates a small relationship between grade and humanistic interactions. ($MSE = 43.96, \beta = .71$).

Ethnic group. The one-way ANOVA was significant, $F(2, 609) = 4.74, p < .005$. Post Hoc analysis revealed African American students and students from “Other” racial groups rated items relating to humanistic interactions higher than Caucasian students. The η^2 of .02 indicates a small relationship between ethnicity and humanistic interactions. ($MSE = 52.78, \beta = .79$).

Meaning Unit Comparisons

A series of ANOVAs were performed on survey results for each of the 11 meaning units to determine the relationship in how students responded to the survey items based on a) grade, b) gender, c) ethnic group, and d) English class. Again, like items were added together to develop total scores. A total of forty-four ANOVAs were performed. Only significant items are reported. Descriptive statistics and results are noted in Tables 10-14.

Receiving Extra Credit

Gender. The one –way ANOVA was significant, $F(1, 602) = 15.08, p < .001$. The η^2 of .02 indicates a small relationship between gender and receiving extra credit. Male students rated items relating to receiving extra credit higher than female students. ($MSE = 46.79, \beta = .97$).

Ethnic group. The one-way ANOVA was significant, $F(2, 614) = 6.07, p < .005$. The η^2 of .002 indicates a small relationship between ethnicity and receiving extra credit. Post Hoc analysis revealed Caucasian students rated items relating to receiving extra credit higher than African American students and students of “Other” racial groups. ($MSE = 46.79, \beta = .89$).

Free book

Grade. The one-way ANOVA was significant, $F(2, 631) = 9.4, p < .001$. The η^2 of .03 indicates a small relationship between grade and receiving a free book. Post Hoc analysis revealed 11th and 12th grade students rated items relating to receiving a free book higher than students in 10th grade. ($MSE = 24.73, \beta = .98$).

Ethnic group. The one-way ANOVA was significant, $F(2, 618) = 3.32, p < .05$. The η^2 of .001 indicates a small relationship between ethnicity and receiving a free book. Post Hoc analysis revealed Caucasian and students of “Other” racial groups rated items related to receiving a free book higher than African American students. ($MSE = .235, \beta = .63$).

Not normally read

Gender. The one-way ANOVA was significant, $F(1, 601) = 20.65, p < .001$. The η^2 of .03 indicates a small relationship between gender and previously reading over the summer. Male students rated items relating to not normally reading over the summer higher than female students. ($MSE = 75.58, \beta = 1$).

Ethnic group. The one-way ANOVA was significant, $F(2, 613) = 3.97, p < .05$. The η^2 .01 indicates a small relationship between ethnicity and previously reading over the summer. Post Hoc analysis revealed African American students rated items related to not normally reading over the summer higher than Caucasian students. ($MSE = 14.01, \beta = .68$).

English Class. The one-way ANOVA was significant, $F(2, 592) = 5.98, p < .005$. The η^2 of .02 indicates a medium relationship between English class and receiving extra credit. Post Hoc analysis revealed students in College Prep English rated items relating to not normally reading over the summer higher than students Honors / AP English. ($MSE = 3.72, \beta = .88$).

Different kind of book

Ethnic group. The one-way ANOVA was significant, $F(2, 619) = 4.06, p < .05$. The η^2 of .003 indicates a medium relationship between ethnicity and reading a different kind of book. Post Hoc analysis revealed Caucasian student rated items relating to reading different kinds of books higher than African American students. ($MSE = 11.04, \beta = .72$).

Interest

Gender. The one-way ANOVA was significant, $F(1, 604) = 22.68, p < .001$. The η^2 .04 indicates a small relationship between race and learning. Post Hoc analysis revealed female students rated items relating to reading higher than male students. ($MSE = 4.95, \beta = .43$).

Learning

Grade. The one-way ANOVA was significant, $F(2, 628) = 8.06, p < .001$. The η^2 of .03 indicates a small relationship between grade and receiving a being interested in their book. Post Hoc analysis revealed 11th and 12th grade students rated items relating to learning higher than students in 10th grade. ($MSE = 18.24, \beta = .96$).

Gender. The one-way ANOVA was significant, $F(2, 602) = 10.28, p < .005$. The η^2 .02 indicates a small relationship between race and learning. Post Hoc analysis revealed female students rated items relating to learning higher than male students. ($MSE = 22.89, \beta = .89$).

Ethnic group. The one-way ANOVA was significant, $F(2, 617) = 6.0, p < .005$. The η^2 .02 indicates a small relationship between ethnicity and learning. Post Hoc

analysis revealed African American students and students from “Other” racial groups rated items related to learning higher than Caucasian students. ($MSE = 13.72$, $\beta = .88$).

English Class. The one-way ANOVA was significant, $F(2, 596) = 4.21$, $p < .05$. The $\eta^2 .01$ indicates a small relationship between English class and learning. Post Hoc analysis revealed students in Tech Prep and College Prep English rated items related to learning higher than students in Honors / AP English. ($MSE = 9.54$, $\beta = .74$).

Choice

Grade. The one-way ANOVA was significant, $F(2, 626) = 7.29$, $p < .05$. The η^2 of .02 indicates a small relationship between grade and having choice of books. Post Hoc analysis revealed 11th and 12th grade students rated items relating to having choice higher than 10th grade students. ($MSE = 14.14$, $\beta = .94$).

Gender. The one-way ANOVA was significant, $F(1, 600) = 4.28$, $p < .05$. The η^2 of .01 indicates a small relationship between gender and having choice of books. Female students rated items relating to choice higher than male students. ($MSE = 8.28$, $\beta = .94$).

Ethnic group. The one-way ANOVA was significant, $F(2, 614) = 9.04$, $p < .001$. The $\eta^2 .03$ indicates a small relationship between ethnic group and having choice of books. Post Hoc analysis revealed Caucasian students and students from “Other” racial groups rated items related to having choice higher than African American students. ($MSE = 17.26$, $\beta = .97$).

English Class. The one-way ANOVA was significant, $F(2, 592) = 8.53$, $p < .001$. The η^2 of .03 indicates a small relationship between English class and having choice of books. Post Hoc analysis revealed students in Honors / AP English rated items related to

having choice higher than students both College Prep and Tech Prep English. ($MSE = 15.82$, $\beta = .97$).

Self-Pace

Grade. The one-way ANOVA was significant, $F(2, 627) = 3.29$, $p < .05$. The η^2 of .04 indicates a small relationship between grade and self paced reading. Post Hoc analysis revealed 11th grade students rated items relating to reading at their own pace higher than students in 10th grade. ($MSE = 4.79$, $\beta = .63$).

Gender. The one-way ANOVA was significant, $F(1, 602) = 14.37$, $p < .001$. The η^2 of .02 indicates a small relationship between gender and self paced reading. Female students rated items relating to reading at their own pace higher than male students. ($MSE = 20.67$, $\beta = .97$).

Character Identification

Ethnic group. The one-way ANOVA was significant, $F(2, 616) = 4.27$, $p < .05$. The η^2 .01 indicates a small relationship between ethnicity and character identification. Post Hoc analysis revealed African American students and students from “Other” racial groups rated items related to character identification higher than Caucasian students. ($MSE = 12.67$, $\beta = .75$).

Peer Connection

Ethnic group. The one-way ANOVA was significant, $F(2, 616) = 2.54$, $p < .05$. The η^2 .008 indicates a small relationship between ethnicity and peer connection. Post Hoc analysis revealed students from “Other” racial groups rated items related to character identification higher than Caucasian students. ($MSE = 5.01$, $\beta = .51$).

Connection through exchange of ideas

Grade. The one-way ANOVA was significant, $F(2, 626) = 7.05, p < .05$. The η^2 of .02 indicates a small relationship between English class and peer connection. Post Hoc analysis revealed students in 11th and 12th grade rated items related to connecting with peers through the exchange of ideas higher than students in 10th grade. ($MSE = 16.04, \beta = .93$).

Gender. The one-way ANOVA was significant, $F(1, 601) = 8.59, p < .05$. The η^2 of .01 indicates a small relationship between race and learning. Post Hoc analysis revealed female students rated items related to connecting with peers higher than male students. ($MSE = 19.62, \beta = .83$).

Discussion

Final Scale

In this study we attempted to determine if a refined, shortened survey could provide a valid and reliable measure of student reading motivation in a summer reading program. We found this scale had a lower level of reliability (.62), but was more suitable to the school because it had fewer items and took less time to administer.

Suggestions for Summer Reading Programs

We also wanted to determine if the survey could provide insight into adolescent reading motivation with a new group of students and if students of different demographic groups responded differently to the survey items. Following analysis of survey results from the third year of the summer reading program, we feel we have a better understanding of the complex elements of adolescent reading motivation as they relate to

voluntary reading, especially in a summer program. We found students agreed with each of the five broad constructs of reading motivation and 10 out of 11 of the individual programmatic elements. While we confirmed some of our initial perceptions, we were also surprised at some of the individual interactions.

A number of researchers point to the importance of providing access to reading materials for students, especially those from lower income homes (Elley, 1992; Heyns, 1978; Kim, 2007; McQuillan & Au, 2001). Mindful of this information and the large number of students living in poverty, school officials ensured all books in their summer reading program were provided for students. School officials assumed this would be of the greatest benefit to those students. Both years Caucasian students rated this item higher than African American students. Given the large percentage of African American students living in poverty compared to Caucasian students we believe access is not completely an issue of socio-economic status. Instead, we feel providing reading material has benefits that extend beyond financial ones and is essential to promoting leisure reading. We agree with work by Marinak and Gambrell (2008) and Gambrell (1996) that providing literacy incentives has a positive influence on intrinsic reading motivation.

Our results confirm previous research that male students read less than females others (Elley, 1992; Hooper, 2005; Love & Hamston, 2004; & 2003) and (Hassel-Hughes & Rodge, 2007) who found urban and minority youth to be less involved in reading over the summer. We also conclude that summer reading programs are beneficial to promoting leisure reading for students that may not otherwise read over the summer, ultimately leading to increased intrinsic reading motivation and academic achievement.

Both years students rated items high relating to interest and learning. It is clear the school has done a good job in selecting books that appeal to the interests of adolescents. It is important that the school has selected books that validate the lives of their students. Both male and female students often do not like traditional texts they read in school, as they find lack of relevance to their daily lives or portrayal of characters that are inconsistent with cultural, gender, and family realities (Guzzetti & Gamboa, 2004; Love & Hamston, 2004, 2003). This study confirms that providing students reading material, often non-traditional, may increase the likelihood they will read. Further, classroom teachers may take note of this finding and make attempts to include modern young adult fiction in their classrooms rather than relying solely on the traditional cannon.

We were struck again by the strength of the positive feelings regarding the autonomous nature of the program. We were especially struck by how strongly students felt about having choice in their reading material and their ability to have time to read over the summer rather than being confined to a shorter window like they would experience in the regular academic year. This finding is similar to research by Ivey and Broaddus (2001) who noted that students' preferred reading activity was free time reading, while their most negative experiences involved assigned reading. We agree with Ivey and Broaddus (2001) that voluntary reading programs, which are not tied to specific content or curriculum, should take on a larger role on schools.

Students overall agreed with items relating to the humanistic interactions within the program. However, the student responses were lower than we expected. Students as a whole disagreed that the program made them feel connected to their peers, although

individual groups of students agreed. Although students rated these items lower in the original survey as well, the individual interactions between groups of students were interesting. That finding plus the strong sentiment regarding the book discussion from the first year and the “sense of community” expressed by so many students in the first year, convinced us to keep these items. We still believe these interactions are important, however, our findings indicated otherwise. We do however feel the book discussions are an important part of the summer reading concept. Further, we point to extensive research (Brevig, 2006; Fish & Graff, 2006; Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006; Lapp & Fisher, 2009; Pitcher, et al., 2007; Weih, 2008) supporting instructional practices of which book clubs are one, that contribute to adolescent reading motivation. We suggest further investigation into the dynamics of the book discussions, namely on teacher professional development in leading book discussions, and possibly rewording the survey items.

Conclusions

This study has a number of implications for reading research. This study is one of the few that focuses on adolescent reading motivation in summer reading programs. Further, it provides information on types of interactions that are important to promote voluntary reading in secondary students. Among these interactions is the importance of providing accessible reading material that is interesting to students, as well as instructional practices that further facilitate student learning. Both researchers and practitioners can find value in structuring reading program that encompass these

elements. This research provides evidence that summer reading programs have a measurable effect on student literacy motivation.

Limitations

We also acknowledge a number of limitations. This study focuses on information gained at one high school. South High School has a large urban population with many minority students and a large number of students living in poverty. The program structure may be more suited to this population. Other schools with different dynamics may not find the specific elements of this summer reading program applicable to their student population. Certainly school with existing summer reading programs that tie reading material to specific subjects and classes will find this model to be in competition with their existing program.

Future Research

While we found the original scale could be applied to a new group of students, the school setting and participant demographics remained largely unchanged. Further research is needed to determine if these elements exist in more diverse settings or in programs that are slightly different in their implementation, but include similar elements. We also think survey items related to humanistic interactions need to be reworded for better student understanding. As already noted, we also think further investigation into the dynamics of the small book discussions is needed. Student interviews may also prove beneficial to get a first hand and deeper understanding of their views of the summer reading program.

CHAPTER FIVE

Findings of the Study

The purpose of this study was to explore the impact of a voluntary summer reading program on adolescent reading motivation. Through this process I attempted to, (1) identify elements of adolescent reading motivation in a voluntary summer reading program; (2) to develop and administer a survey instrument of student perceptions in the summer reading program; (3) to determine the extent to which student agreed or disagreed with the survey items; and (4) to determine differences in student agreement or disagreement with in different demographic groups (age, gender, ethnicity, ability level). After three years of study into the summer reading program at South High School, I have found that summer reading programs are effective in promoting adolescent reading motivation when certain conditions are met. Through the development, administration, and refinement of an instrument, I have been able to measure these elements and determine that they are not constant. Students of different demographic groups find the different values in these elements.

Key to promoting reading and motivation is providing access to reading material. As I stated in the first two manuscripts, originally I thought this occurrence would be much more prominent among African American students, however given that students in all demographic groups agreed with this statement and Caucasian students rated the item higher than African American students, I do not feel this is entirely an issue of lack of financial resources. Instead I feel providing access to reading materials not only

eliminates all barriers that may prevent students from reading, but also the books themselves serve as a motivator.

Another important element of summer reading programs is ensuring the book selection is such that students will find the books interesting. If students are not engaged in their reading, it is unlikely they will read, particularly those students that have lower reading ability are do not like to read. After this research, I am convinced more schools and teachers need to use contemporary literature whenever possible. Further, it is imperative that teachers and schools select books that have plots and characters to which students can identify. I feel this must go beyond the race of the main character and with regard to minority students should not perpetuate stereotypes, or offer inaccurate information.

After looking at this research, it is clear that offering choice of reading material is important in promoting reading. It is unlikely that all students will find one novel interesting, therefore offering a choice increases the likelihood that students will find something to which they can identify and find appealing. This research also supports that students prefer leisure reading without the pressure of a short deadline. Although not practical in a classroom setting, schools or teachers can make time for leisure reading within school hours or as in this study during the summer break.

Another key finding is that instructional practices that support literacy can enhance student reading motivation. While the last two years of this study report mixed results, a link between reading motivation and these practices is still present.

Limitations

This study is limited in a number of ways. In the previous manuscripts I have noted that the information obtained in this line of inquiry relates to one school. Those results are a function of the specific programmatic elements and the student population served at South High School. Another limitation is the fact that the summer reading program at South High School was my vision. I was very deliberate in the planning of the program, implementation, and book selection. Although I have not been involved in the program outside of being a researcher since the first year, it has been impossible to completely separate myself from it. I have remained friends with the principal of the school and it has undoubtedly influenced by interpretation of some of the data interpretation. I am specifically referring to the nature of the small book discussions. In entering the surveys into the statistical program, I found myself comparing responses based on which teacher had led the discussion. Although I provide no data in this dissertation, and I would not be able to provide quantifiable evidence, I made informal notes as to which teachers' groups rated items lower related to the book discussions. More often than not, those groups of surveys tended to be teachers that were not in favor of the program at its inception.

Future Research

There are a number of areas I would like to continue to explore with this line of research. While I am interested in summer reading as whole, I would be interested in using this concept in the sense of having students engage in dialogue with social issues. There is a wealth of rich historical fiction and young adult non-fiction that deals with

current global issues. I think this is would provide an ideal venue for students do engage in these issues and increase their awareness of issues of equity and social justice.

I am also interested in using these program elements in a social studies specific context. I would like to explore using historical fiction as a way to teach a specific time period. Too often as teachers we assign one book and the entire class reads it. I would like to examine using several different books on the same time period as an extension of our formal class instruction. For example, I would like to use several novels that discuss different aspects of World War II (war, interment camps, women on the home front, Holocaust, war in Europe or Asia) in a World or US History class.

This line of investigation will be beneficial to both researchers and practitioners. It adds to existing literature on adolescent reading motivation. It also add to literature as it provides the only empirical research I could find on the value of summer reading programs specifically focused on secondary students.

Table 1.

Motivational Meaning Units Identified from Open-ended Student Responses

Meaning Unit	Number of Responses
Receiving Extra Credit	48
Receiving a Free Book	41
Not Normally Reading over the Summer	125
Reading a Different Kind of Book	31
Interest	226
Learning	63
Choice	22
Self-Pace	27
Character Identification	184
Peer Connection	22
Connection Through the Exchange of Ideas	183

Table 2.

Year II Survey Item Factor Loadings

Survey Item	Factor 1	Factor 2
Without this program, I would not read over summer.		.66
Being able to keep the book was important to me.	.62	
Before the summer reading program, I rarely read a book during break.		.62
The main reason I participated was to receive extra credit.		.64
I would not have participated without receiving extra credit.		.69
I liked that I could read my book at my own pace.	.54	
This program turned me on to new a kind of book.	.65	
I felt connected to my peers when we talked about our book.	.63	
Having an interesting book kept me motivated.	.76	
Being able to choose my own book made me more likely to read it.	.65	
I was motivated to keep reading because I was learning new things.	.77	
I could see myself in one of the characters from my book.	.61	
Knowing that I could read at my own pace made it easier for me to keep reading.	.71	
I felt a connection to one of the characters from my book.	.66	
The things I was learning from my book made me want to keep reading it.	.78	
I felt more connected to my peers after hearing their ideas about our book.	.64	
I was motivated to keep reading because the book was interesting.	.7	
<i>Factor 1: Reading Motivation; Factor 2: Reluctant Readers</i>		

Table 3.

Year II Means and Standard Deviations for Survey Items

Survey Item	<i>M</i>	<i>SD</i>
*Receiving a free book made it easier for me to read over the summer.	4.15	1.81
*The book I read this summer was different than what I normally read.	4.03	1.76
Without this program, I would not read over summer.	3.24	2.06
Being able to keep the book was important to me.	3.84	1.75
*Before the summer reading program, I rarely read a book during break.	3.4	2.02
*I feel closer to the students at my school because of the summer-reading program.	2.78	1.69
The main reason I participated was to receive extra credit.	3.64	1.9
*I was motivated to keep reading because the book was interesting.	4.04	1.75
*I would not have participated without receiving extra credit.	3.18	1.87
*I liked that I could read my book at my own pace.	5.01	1.42
This program turned me on to new a kind of book.	3.44	1.71
*I felt connected to my peers when we talked about our book.	3.33	1.64
Having an interesting book kept me motivated.	4.07	1.67
Being able to choose my own book made me more likely to read it.	4.59	1.64
*I was motivated to keep reading because I was learning new things.	3.83	1.6
Reading the same book as other students made me feel more connected to them.	3.3	1.67
*Having a choice of book was important to me.	4.52	1.6
*I could see myself in one of the characters from my book.	3.51	1.81
Knowing that I could read at my own pace made it easier for me to keep reading.	4.52	1.6
*I felt a connection to one of the characters from my book.	3.57	1.72
The things I was learning from my book made me want to keep reading it.	3.88	1.65
I felt more connected to my peers after hearing their ideas about our book.	3.27	1.71

* *Item used in final scale*

Table 4.

Year II Means and Standard Deviations at Meaning Cluster and Unit Level

	<i>M</i>	<i>SD</i>
<i>Meaning Cluster</i>		
Rewards	14.86***	4.56
Behavioral Prompts	14.11	4.76
Cognitive Factors	15.78***	5.52
Autonomy	18.72***	5.19
Humanistic Interactions	19.83***	7.46
<i>Meaning Unit</i>		
Extra Credit	6.86***	3.3
Free Book	8.0***	2.99
Not Normally Read	6.64***	3.62
Different Kind of Book	7.46***	2.76
Learning	7.72***	2.96
Interest	8.09***	3.05
Choice	9.24***	3.26
Self Pace	9.48***	2.65
Character Connection	7.11***	3.19
Connection to Peers	6.08	2.92
Exchange of Ideas	6.63***	3.03

Note: * $p < .05$. ** $p < .005$. *** $p < .001$.

Table 5.

Year II Means and Standard Deviations at Meaning Cluster Level

Variable	Rewards		Behavioral Prompts		Cognitive Factors		Autonomy		Humanistic	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<i>Grade</i>										
10	14.16	4.72	13.94	4.83	15.18	5.86	18.1	5.85	19.28	7.69
11	14.8	4.51	14.12	4.75	15.39	5.55	18.48	5.1	19.34	7.57
12	15.8	4.56	14.29	4.74	16.73	5.19	19.45	4.68	20.74	7.25
<i>Gender</i>										
Male	15.08	4.6	14.45	4.98	15.37	5.42	18.25	5.59	19.74	7.62
Female	14.71	4.54	13.84	4.58	16.03	5.7	19	4.99	19.74	7.44
<i>Race</i>										
African American	14.56	4.44	14.45	4.98	16.12	5.66	18.3	5.21	20.87	7.55
Caucasian	15.37	4.57	13.08	4.61	15.37	5.34	19.21	4.55	18.37	7.13
Other	14.78	4.79	15.79	4.47						
<i>English Class</i>										
TP	14.31	4.54	14.51	4.9	14.91	5.56	16.63	5.03	20.39	6.94
CP	14.71	4.73	15.14	4.58	15.85	5.78	18.33	5.83	20.7	7.67
Honors	15.45	4.28	13.02	4.73	16.08	5.31	20.02	4.11	19.03	7.2

Note: * $p < .05$. ** $p < .005$. *** $p < .001$.

Table 6.

Year II Significance Correlation: Meaning Cluster and Meaning Unit Level

	<i>Grade</i>	<i>Gender</i>	<i>Race</i>	<i>English Level</i>
<i>Meaning Cluster</i>				
Rewards	X***			X*
Behavioral Prompts			X***	X***
Cognitive Factors	X*			
Autonomy	X*	X*	X*	X***
Humanistic Interactions	X*		X***	X***
<i>Meaning Unit</i>				
Extra Credit		X***		
Free Book	X***	X*	X*	X*
Not Normally Read		X***	X***	X***
Different Kind of Book		X***		
Learning	X*		X***	
Interest	X*			X*
Self Pace	X*	X*	X*	X***
Choice	X*		X***	X***
Character Connection	X*		X***	
Connection to Peers			X***	X*
Exchange of Ideas			X***	

Note: * $p < .05$. ** $p < .005$. *** $p < .001$.

Table 7.

Year 2 Descriptive Statistics, t-test values for Meaning Clusters and Units

<i>Factor</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>d</i>	<i>p</i>
<i>Meaning Clusters</i>						
Rewards	14.86	4.56	932	5.76	.19	<.05
Cognitive Factors	15.78	5.52	922	9.78	.31	<.001
Autonomy	18.72	5.19	916	27.51	.67	<.001
Humanistic Interactions	19.83	7.46	915	-4.75	.16	<.001
<i>Meaning Units</i>						
Extra credit	6.86	3.3	941	8.16	.26	<.001
Free book	8	2.99	938	20.67	.56	<.001
Not normally reading	6.64	3.62	936	5.37	.17	<.001
Reading a new kind of book	7.46	2.76	936	16.25	.47	<.001
Learning	7.72	2.96	932	17.99	.51	<.001
Interest	8.09	3.05	936	21.19	.57	<.001
Choice	9.24	3.26	931	30.71	.71	<.001
Self-Pace	9.48	2.65	929	40.57	.8	<.001
Character Identification	7.11	3.19	938	6.55	.22	<.001
Peer Connection	6.08	2.92	938	10.84	.34	<.001
Connect via exchange of ideas	6.63	3.03	938	6.55	.22	<.001

Table 8.

Year 2 Descriptive Statistics and ANOVA values for Meaning Clusters

<i>Factor</i>	<i>MSE</i>	<i>df</i>	<i>F</i>	η^2	β	<i>p</i>
Meaning Cluster						
Rewards						
Grade	207.03	2, 920	10.17	.02	.99	< .001
Race	68.87	2, 898	3.38	.01	.64	< .05
English Class	79.12	2, 871	3.88	.09	.7	< .05
Behavioral Prompts						
Race	378.46	2, 893	17.12	.04	1	< .001
English Class	437.75	2, 863	19.95	.04	1	< .001
Cognitive Factors						
Grade	223.06	2, 912	7.38	.016	.94	< .005
Autonomy						
Grade	159.53	2, 906	5.98	.013	.88	< .005
Race	76.73	2, 883	3.18	.007	.61	< .05
English Class	489.61	2, 856	19.91	.045	1	< .001
Humanistic Interactions						
Grade	216	2, 905	3.9	.028	.4	< .05
Race	675	2, 83	12.5	.028	1	< .001
English Class	275.44	2, 855	5.04	.012	1	< .005

Table 9.

Year III Survey Item Factor Loadings

Survey Item	Factor 1	Factor 2
Receiving a free book made it easier to read over the summer.	.43	
I feel closer to the students at my school because of the summer reading program		.76
I liked that I could read my book at my own pace.	.77	
I felt connected to my peers when we talked about our book.		.71
I was motivated to keep reading because I was learning new things.	.58	.41
I could see myself in one of the characters from my book.		.45
Having a choice of book was important to me.	.71	
I was motivated to keep reading because the book was interesting.	.73	
<i>Factor 1: Reading Engagement; Factor 2: Reading Interaction</i>		

Table 10.

Year 3 Means and Standard Deviations at Meaning Cluster Level

	<i>M</i>	<i>SD</i>
Rewards	7.49***	2.5
Behavioral Prompts	7.36***	2.61
Cognitive Factors	8.38***	2.61
Autonomy	10.04***	2.24
Humanistic Interactions	9.67***	3.36

Note: * $p < .05$. ** $p < .005$. *** $p < .001$.

Table 11.

Year 3 Means and Standard Deviations at Unit Level

	<i>M</i>	<i>SD</i>
Extra Credit	3.23***	1.78
Free Book	4.2***	1.64
Not Normally Read	3.41***	1.95
Different Kind of Book	3.95***	1.65
Interest	4.51***	1.53
Learning	4.47***	1.52
Choice	4.9***	1.4
Self Pace	5.16***	1.19
Character Connection	3.45***	1.74
Connection to Peers	2.62***	1.39
Exchange of Ideas	3.56***	1.52

Note: * $p < .05$. ** $p < .005$. *** $p < .001$.

Table 12.

Year 3 Means and Standard Deviations at Meaning Cluster Level

Variable	Rewards		Behavioral Prompts		Cognitive Factors		Autonomy		Humanistic	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
<i>Grade</i>										
10	7.12	2.44	7.48	2.73	8	2.6	9.61	2.34	9.17	3.11
11	7.65	2.57	7.14	2.5	8.55	2.55	10.27	2.22	9.81	3.38
12	7.78	2.47	7.47	2.58	8.71	2.59	10.32	2.96	10.06	3.54
<i>Gender</i>										
Male	7.81	2.36	7.87	2.47	7.82	2.46	9.69	2.74	9.46	3.4
Female	7.27	2.55	7.47	2.58	8.8	2.57	10.33	2.17	9.76	3.3
<i>Race</i>										
African American	7.15	2.56	7.36	2.72	8.63	2.77	9.75	2.53	9.93	3.4
Caucasian	7.93	2.4	7.31	2.5	7.97	2.36	10.33	1.72	9.14	3.2
Other	7.48	2.3	7.31	2.39	8.8	2.35	10.4	1.97	10.21	3.46
<i>English Class</i>										
TP	7.38	2.44	7.27	3.04	9.42	3	9.08	3.52	10.08	4.25
CP	7.35	2.43	7.51	2.72	8.56	2.69	9.95	2.21	9.75	3.53
Honors	7.63	2.54	7.28	2.45	8.21	2.41	10.43	1.85	9.45	3.1

Table 13.

Year 3 Descriptive Statistics and ANOVA values for Meaning Clusters

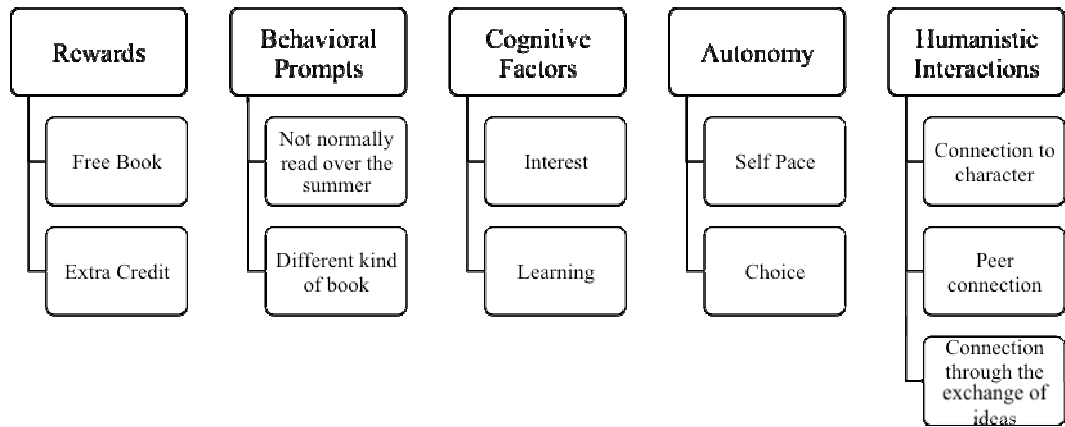
<i>Factor</i>	<i>MSE</i>	<i>df</i>	<i>F</i>	η^2	β	<i>p</i>
Meaning Cluster						
Rewards						
Grade	207.03	2, 920	10.17	.02	.99	< .001
Race	68.87	2, 898	3.38	.01	.64	< .05
English Class	79.12	2, 871	3.88	.09	.7	< .05
Behavioral Prompts						
Race	378.46	2, 893	17.12	.04	1	< .001
English Class	437.75	2, 863	19.95	.04	1	< .001
Cognitive Factors						
Grade	223.06	2, 912	7.38	.016	.94	< .005
Autonomy						
Grade	159.53	2, 906	5.98	.013	.88	< .005
Race	76.73	2, 883	3.18	.007	.61	< .05
English Class	489.61	2, 856	19.91	.045	1	< .001
Humanistic Interactions						
Grade	216	2, 905	3.9	.028	.4	< .05
Race	675	2, 83	12.5	.028	1	< .001
English Class	275.44	2, 855	5.04	.012	1	< .005

Table 14.

Year 3 Descriptive Statistics and ANOVA values for Meaning Clusters

<i>Factor</i>	<i>MSE</i>	<i>df</i>	<i>F</i>	η^2	β	<i>p</i>
Meaning Unit						
<i>Receiving extra credit</i>						
Gender	128.05	1, 931	11.89	.01	.99	<.001
Race	59.5	2, 909	5.82	.01	.86	<.005
English Class	48.53	2, 878	3.84	.01	.77	<.05
<i>Free book</i>						
Grade	102.31	2, 931	12.27	.02	.99	<.001
<i>Not normally read</i>						
Gender	230.13	1, 927	17.83	.02	.99	<.001
Race	271.99	2, 906	22.28	.05	1	<.001
English Class	416.01	2, 874	34.15	.07	1	<.001
<i>Different kind of book</i>						
Gender	46.9	1, 925	5.84	.01	.7	<.05
<i>Interest</i>						
Grade	59.11	2, 927	7.25	.01	.9	<.005
English class	27.55	2, 875	3.03	.01	.77	<.05
<i>Learning</i>						
Grade	59.11	2, 922	5.32	.01	.9	<.05
Race	50.93	2, 898	5.58	.01	.88	<.005
<i>Choice</i>						
Grade	34.14	2, 921	3.8	.01	.62	<.05
Race	37.41	2, 898	4.98	.01	.79	<.05
English class	19.3	2, 869	19.4	.04	1	<.001
<i>Self-pace</i>						
Grade	40.69	2, 921	6.53	.01	.87	<.005
Gender						
English class	70.31	2, 868	10.58	.02	.99	<.01
<i>Character identification</i>						
Grade	34.14	2, 928	5.38	.01	.62	<.05
Race	90.7	2, 905	8.87	.02	.98	<.001
<i>Peer Connection</i>						
Race	66.78	2, 897	7.87	.02	.96	<.001
English class	38.41	2, 868	4.43	.01	.78	<.05
<i>Connection through exchange</i>						
Race	80.14	2, 904	8.77	.02	.97	<.001
English class	32.67	2, 874	3.62	.01	.67	<.05

Figure 1. Formation of Meaning Clusters and Units.



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APPENDIXES

APPENDIX A

Year I Reading Guides

Monster

Walter Dean Myers

“The best time to cry is at night, when the lights are out and someone is being beaten up and screaming for help.”

FADE IN: Welcome to the world of Steve Harmon. He's sixteen years old and on trial for murder. Did he serve as a lookout in a drugstore robbery in which the owner was killed? Or was he just in the wrong place at the wrong time?

To distance himself from the seriousness of his situation, Steve, a budding filmmaker, turns his story into a film --- starring, produced and directed by Steve himself. Interspersing day-to-day courtroom drama with entries from his journals, he effectively relates and explores the tension of the courtroom, the gut-wrenching terror of prison, the very real threat of being beaten and sexually assaulted, and the events that lead to his current predicament. Will Steve be acquitted? Is he the "monster" the prosecutor has portrayed him as? You be the judge.

Filled with ambiguity, this fast-paced nail-biter will have you at the edge of your seat unable to put it down. Perfect for teens and adults alike, MONSTER raises interesting questions about the path to crime and our judicial and prison systems.

Questions for Discussion

- Is justice served in Steve's case? Do you think Steve served as lookout man for the robbery? If he did, do you think he should have been charged with, or convicted of, felony murder?
- Steve imagines the defense attorney is looking at him wondering “who the real Steve Harmon was” (p. 92). How would you answer this question? Steve himself says he films his life to try to “look for one true image” (p. 281). Why do you think the question of who he is remains so important to Steve?
- Reread the prisoners' debate about truth (p. 220). Who is right? What happens to truth in the legal system? Are the lawyers seeking the truth? Which witnesses in the trial do you think were telling the truth and which were not? Look back at the testimony and try to determine what led you to form your opinions.

- What do you think of the screenplay format as a way to tell this story? When is the form most effective? When is it least effective? The advice Mr. Sawicki gives about film is to let the audience “predict without predicting” and to “keep it simple” (pp. 19 and 214). Do you think Steve achieves this with his movie? Use examples from the text to support your answers.

Seven Laurels

A Novel

By Linda Busby Parker

A Study Guide

Seven Laurels
Southeast Missouri State University Press
© 2004

Introduction:

Seven Laurels opens in 1956. That year is significant because the Supreme Court had recently (in 1954) settled the *Brown v. Board of Education* case that made segregated school illegal. Other court rulings prior to 1954 had argued that separate but equal schools for blacks and whites were legally acceptable in the United States. Historians argue that *Brown v. Board of Education* altered the course of American history and was a catalyst in the development of the Civil Rights Movement. The story of Brewster McAtee and his family opens in the very early days of the emerging Civil Rights Movement.

In 1956, when the story of *Seven Laurels* begins, many Jim Crow laws were in effect. Jim Crow laws (some were actual laws, others were merely customs or traditions in practice, especially in the south) sanctioned discrimination against African Americans. These Jim Crow laws included segregated schools, segregated restaurants, segregated public housing (including hotels), segregated buses and train cars, as well as segregated bathrooms and drinking fountains. In many cases the requirement for segregated facilities meant that African Americans had few, if any, public resources available to them. A local community, particularly in the south, may not have a hotel for African Americans, nor a restaurant, nor a public bathroom. In many cases, segregated facilities meant *no facilities*.

The effects of segregation become obvious in the opening chapter of *Seven Laurels*. Note that when Brewster sees the advertisement for the land on Ole Summit Highway, he realizes that the land is not listed in the newspaper under “Colored Property.” He knows the owner may not sell the land to him because he is an African American. Even newspaper ads were segregated. This is the world that Brewster McAtee knows and understands in 1956 when the book opens.

Seven Laurels is a historical novel and also a family saga—the story of one man and his family. All of the events in the Civil Rights Movement portrayed in *Seven Laurels* are historically accurate. In a sense, the book provides an accounting of the Civil Rights Movement and its effects on one man, his family, and his community. It also tells the story of Brewster and Marlenna McAtee, and their son, Laurel.

Questions for Consideration and Discussion:

Why does Brewster want to own land? What does the ownership of land represent to him?

Brewster's younger brother, TeeBoy, is already dead when the book begins. How did his brother die? How does TeeBoy influence Brewster's decisions from the first chapter in the book all the way through to the last pages of the book?

In chapters 1-6 of *Seven Laurels*, what are some of the indications that Brewster lives in a segregated world? Locate three examples of discrimination that you observe in these opening chapters. How does the discrimination take place? What are the general consequences of each of these particular acts of discrimination? What impact do they have on Brewster? What impact do they have on you as a reader?

On more than one occasion, Deak Armbricht helps Brewster. Do you think Deak's being a foreigner makes him more willing to assist Brewster? If so, why?

How is Albert Mixon different from the rest of the African American community in Low Ridge, Alabama? Do your feelings toward him change from the beginning of the book to the end?

Brewster's father, Tom, is a complex character. He hurts those around him, but he is also hurting? Do your feelings toward Tom change from the beginning of the book to the end? Ultimately, how do you, as a reader, evaluate Tom?

In the African American community of Low Ridge, Alabama, Paulette's Café is a gathering place—a place for good food and for the exchange of community news. Are there places within your own community where people enjoy gathering and exchanging information? How important are these places to the well-being and the enjoyment of people who live in your community?

How was Brewster's mother, Bess, affected by the segregated south? What were the various factors that led to her ultimate death?

Mama Tee raises Brewster and his brother, TeeBoy. Describe Mama Tee. What traditions does she maintain? How does she influence Brewster? What are her special strengths?

Matthew James is one of the dominant characters in *Seven Laurels*. What are some of his personal characteristics? Why is he important to his community? How is he important in Brewster's life?

Marlenna Mixon, Brewster's wife, has been raised in Low Ridge and also in private boarding schools. Why do you think she wants to marry Brewster and live on his sixty acres of rural land on Ole Summit Highway?

Anvil Thomas, Brewster's friend, is another complex character. How do your opinions of Anvil change from the opening pages of the novel to the final chapters? Is Brewster jealous of Anvil? How do Brewster's opinions of Anvil change? What events altered Anvil and brought about changes in him?

The Civil Rights Movement explodes as part of the background of *Seven Laurels*. Locate three events of the Civil Rights Movement described in the novel. How do these events affect the characters in the novel?

Marlenna and Matthew James are very directly involved in the Civil Rights Movement. Brewster holds back from the Movement. What is his rationale for holding back? Ultimately, how would you assess Brewster's contributions to changes in the south from 1956-1994?

Why did Marlenna want her son, Laurel, to study classical music as well as the traditional music of African Americans—jazz and blues. How did Laurel take the white man's European music and the black man's rhythm and blues and turn them into new creations? Do you think Laurel had the potential for a brilliant career in music? If so, what do you imagine would have been Laurel's unique contributions?

A sense of place is important in *Seven Laurels*. Describe each of the following locations: Three Brothers shed and furniture store; Brewster's land and home on Ole Summit Highway; Our Savior's Home where Laurel and baby Tee were born; Limrick Road Baptist Church; Travis Peets home and property on Ole Summit Highway. Can you see these places? Can you smell them? What feelings do each of these places engender in you?

Describe Travis Peets. What do you think shaped him as a man? Is he afraid? If so, what does he fear? Is he angry? If so, what makes him angry? Is he pitiful? If so, what makes you feel sorry for him? At the close of the book, what are your final feelings toward him?

Brewster and Marlenna see Tee differently after the death of Laurel. What are Tee's special gifts? Why had Brewster and Marlenna failed to see them?

Describe Professor Rimes. What characteristics make him special? What did he symbolize for Laurel?

Describe the relationship between Laurel and his father and between Laurel and his mother.

Marlenna's feelings toward Ruby Peets are complex. Was Marlenna, prejudiced toward Ruby Peets? Was she afraid of Ruby? Did she distrust her? Did she dislike her? How would you summarize her feelings about Ruby?

How do you feel about Brewster's tribute to his son—destroying Travis Peets old place and planting seven laurels. Was this a fitting tribute? What did this "new place" represent to Brewster and to the entire community of Low Ridge?

In your opinion, outside of property and material possessions, what legacy did Brewster leave to his grandson, John Henry Harris (Jay)? What legacy did he leave to us all?

The Schooling of Claybird Catts
Janis Owens

When his beloved father, Michael, dies, Claybird Catts finds solace in the company of his close-knit family -- his mysterious and beautiful mother, Myra; his lovable, know-it-all sister, Missy; his newly grown-up brother, Simon; and his devoted grandmother, Cissie. Devastated by his loss, but secure in their love, Claybird feels as though life could almost go on as usual in their small, sleepy Southern hometown.

Until Uncle Gabe comes back.

A stranger to Claybird, Uncle Gabe is a brilliant academic who disappeared twenty years ago. Despite the deep mystery that surrounds him, Gabe's humor and intellect shine, and he quickly positions himself in the role of the Catts family's patriarch, filling the role of Claybird's dead father. Gabe and Claybird become coconspirators and best friends, until a slip of the tongue unveils the real history of their relationship, a heart-wrenching revelation that turns Claybird's world upside down.

Questions for Discussion

- How does Owens differentiate Southern and Northern values? In your own experience, how deep are the cultural differences?
- Before she gives us the facts, what sorts of clues does Owens give us about the secrets of Clayton's family?
- Although a naive and imaginative twelve-year-old could never be considered a reliable narrator, he is a good choice. Why is that? How might the story be different if told through an omniscient narrator, or by another member of the family?

- Does every family have secrets? Do you recall discovering a family secret as an adolescent? How would learning the facts behind some of your family's oddities educate you about the world?
- What kinds of schooling does Clayton receive over the course of the novel? In what ways does he grow and mature?
- Throughout the novel Clayton refers to himself as slow, a label he has assumed because of his dyslexia. Does he seem slow to you? Did your opinion of his intelligence change after the results of his IQ test are made known?
- What is the role of storytelling in this novel? How might a story "rescue" someone, as it does Aunt Candace when she's trying to explain to Clayton how Michael came to accept the truth about Gabe and Myra?
- What kind of mother is Myra? Is she a sympathetic character?
- What do you think of Gabe as a father figure for Clayton?
- Do you think Clayton would have been better off if he never knew the truth about his relationship to Gabe? If not, when do you think would have been the appropriate time to for him to learn the facts?
- What lessons does Clayton learn from his family about love and sex? Do you think he will be able to distinguish between responsible and careless behavior as he grows older?
- The second part of the book takes the form of a tape-recorded journal. What are the effects of the shift in narration from past to present tense?
- What kind of adult do you think Clayton will evolve into? How does distinctive voice and personality contribute to this impression?

The Things They Carried
Tim O'Brien

The Things They Carried depicts the men of Alpha Company: Jimmy Cross, Henry Dobbins, Rat Kiley, Mitchell Sanders, Norman Bowker, Kiowa, and of course, the character Tim O'Brien who has survived his tour in Vietnam to become a father and writer at the age of forty-three. They battle the enemy (or maybe more the idea of the enemy), and occasionally each other. In their relationships we see their isolation and loneliness, their rage and fear. They miss their families, their girlfriends and buddies; they miss the lives they left back home. Yet they find sympathy and kindness for strangers (the old man who leads them unscathed through the mine field, the girl who grieves while she dances), and love for each other, because in Vietnam they are the only family they have. We hear the voices of the men and build images upon their dialogue. The way they tell stories about others, we hear them telling stories about themselves.

The questions that follow are intended to enhance your reading group's discussion of this multi-faceted book, and we hope that they will also help you discover additional lines of inquiry about the equally healing and heartbreaking chapters in *The Things They Carried*.

1. Why is the first story, "The Things They Carried," written in third person? How does this serve to introduce the rest of the novel? What effect did it have on your experience of the novel when O'Brien switched to first person, and you realized the narrator was one of the soldiers?
2. In the list of all the things the soldiers carried, what item was most surprising? Which item did you find most evocative of the war? Which items stay with you?
3. In "On The Rainy River," we learn the 21-year-old O'Brien's theory of courage: "Courage, I seemed to think, comes to us in finite quantities, like an inheritance, and by being frugal and stashing it away and letting it earn interest, we steadily increase our moral capital in preparation for that day when the account must be drawn down. It was a comforting theory." What might the 43-year-old O'Brien's theory of courage be? Were you surprised when he described his entry into the Vietnam War as an act of cowardice? Do you agree that a person could enter a war as an act of cowardice?
4. What is the role of shame in the lives of these soldiers? Does it drive them to acts of heroism, or stupidity? Or both? What is the relationship between shame and courage, according to O'Brien?
5. Often, in the course of his stories, O'Brien tells us beforehand whether or not the story will have a happy or tragic ending. Why might he do so? How does it affect your attitude towards the narrator?

- 6.** According to O'Brien, how do you tell a true war story? What does he mean when he says that true war stories are never about war? What does he mean when he writes of one story, "That's a true story that never happened"?
- 7.** In "Sweetheart of the Song Tra Bong," what transforms Mary Anne into a predatory killer? Does it matter that Mary Anne is a woman? How so? What does the story tell us about the nature of the Vietnam War?
- 8.** The story Rat tells in "Sweetheart of the Song Tra Bong" is highly fantastical. Does its lack of believability make it any less compelling? Do you believe it? Does it fit O'Brien's criteria for a true war story?
- 9.** Aside from "The Things They Carried," "Speaking of Courage" is the only other story written in third person. Why are these stories set apart in this manner? What does the author achieve by doing so?
- 10.** What is the effect of "Notes," in which O'Brien explains the story behind "Speaking Of Courage"? Does your appreciation of the story change when you learn which parts are "true" and which are the author's invention?
- 11.** In "In The Field," O'Brien writes, "When a man died, there had to be blame." What does this mandate do to the men of O'Brien's company? Are they justified in thinking themselves at fault? How do they cope with their own feelings of culpability?
- 12.** In "Good Form," O'Brien casts doubt on the veracity of the entire novel. Why does he do so? Does it make you more or less interested in the novel? Does it increase or decrease your understanding? What is the difference between "happening-truth" and "story-truth"?
- 13.** On the copyright page of the novel appears the following: "This is a work of fiction. Except for a few details regarding the author's own life, all the incidents, names, and characters are imaginary." How does this statement affect your reading of the novel?
- 14.** Does your opinion of O'Brien change throughout the course of the novel? How so? How do you feel about his actions in "The Ghost Soldiers"?
- 15.** "The Ghost Soldiers" is one of the only stories of The Things They Carried in which we don't know the ending in advance. Why might O'Brien want this story to be particularly suspenseful?

APPENDIX B

Year I Book Project List

Monster

Walter Dean Myers

Assignments

You are a newspaper reporter that has covered Steve's trial. Interview him following the reading of the jury's verdict. Include at least eight questions and appropriate responses. You should provide enough information that shows you have read the book.

Imagine you are one of the member's of the jury in Steve's trial. Give a brief summary of why you voted guilty or not guilty. Include at least three specific pieces of evidence that lead you to your decision.

Create a movie poster that could be used if this book was ever made into a movie. Include a short summary of the book somewhere on the poster. The poster should be 22" X 28".

Create a soundtrack for *Monster*. Include at least six songs that would be appropriate from at least two genres. The songs must be appropriate to play on the radio. The soundtrack should be no longer than 25 minutes. Include a short summary explaining your song choice and how the songs relate to the book. All songs should be on cassette tape or CD.

Seven Laurels

Linda Busby Parker

Assignments

Create a collection of primary source documents reflecting events during the Civil Rights Movement. Use at least 10 documents reflecting at least four different events. Include a short summary (2-3 sentences) about each document.

Imagine you lived in Brewster's town during the novel and were approached by Reverend James to be a part of the Limrick Road Baptist Church's Low Ridge Association. Write a short response to Reverend James outlining reasons for your decision to join or not join.

Write a sequel to *Seven Laurels* that portrays the life of Tee and Marlana. The sequel should be at least five paragraphs

Create a poster illustrating a scene(s) from the novel. Include a short summary from the book. The poster should be 22" X 28".

Many songs throughout history portray the turbulent times during the Civil Rights Movement. Compile a collection of songs that reflect the mood of era. Include at least six songs identifying the historical context of each song.

The Schooling of Claybird Catts
Janis Owens

Assignments

Create a poster illustrating a scene(s) from the novel. Include a short summary from the book. The poster should be 22" X 28".

In the second half of the book, Clay goes to live with a number of relatives, write a different ending to the book with the assumption that Clay stays at home with his mother and Gabe.

Clay suffers from dyslexia and is unable to read. Research dyslexia or other learning disabilities that may hinder students from learning and share your findings in an appropriate format. You may choose to do a written report, power point presentation, etc...

In the novel, Clay records an oral history. Develop your own oral history for your family. Interview at least three people. You may display your work in any format you think is appropriate: visually, written PowerPoint, etc...

Fallen Angels

Walter Dean Myers

The Things They Carried

Tim O'Brien

The 1960s were a turbulent time in our country's history. One way people expressed their political, social, and economic views of the time was through music. Compile a collection of songs that reflect this era. Include at least six songs identifying the historical context of each song.

Prepare a report / presentation on the Vietnam Memorial. Include background information on how the memorial came to be and specific details regarding its design and construction. Create your own memorial based on your feelings from either novel. You may display your work in any format you feel is appropriate, written report, power point presentation, display board, etc...

Prepare interviews with men in either of the novels. Include at least eight questions and appropriate answers. The questions and answers should reflect your knowledge of the books.

Imagine you have just been deployed to Vietnam in 1968. Compose letters to your family and friends regarding your first few months in the country. Include references to actual events that happened between 1968 and 1969. You may include events discussed in either novel or things you have learned about on your own.

Compare and contrast the role of the US in Vietnam with the current situation in Iraq / Middle East. You may use any format (essay, display board, power point, video, etc...). Your project should include a thesis and at least three areas of comparison.

Interview a Vietnam veteran about his or her service. Include information on their branch of the service, when and where they served, their

responsibilities, and their feelings about the war and how those feelings have changed over the last thirty years.

Create a timeline of events that occurred during the Vietnam Conflict. Include at least 10 events over at least a ten-year period. You may display your work in any format you feel is appropriate, written report, power point presentation, display board, etc...

APPENDIX C

Year I Summer Reading Survey

Spartanburg High School Summer Reading Survey

Name

Grade

Book

Number of Books You Read Over the Summer

What was the best thing about Summer Reading?

Suggestions for next year

Comments

APPENDIX D

Student Comments from Year I of the Study

“What was the best thing about Summer Reading?”

Free Book

The best part was I got a free book

Getting the free book, reading it I guess

I got a free book.

I got a free book that I enjoyed

I got a free book

Getting books for free,

free books

Also, that you got to get as many books as you wanted

The free book

The best part of summer reading was having the opportunity to read a book that is provided by the community

Free stuff

Being given a copy of my book

it was free

Getting a free book

You get a free book

Getting a free book to help occupy summer time

The books were free and

free books

The free books and support to read

Is you get great books for free

I guess the best part of the program was that we didn't have to go out and buy the book

Also thought giving us the books was a great idea and I liked being able to keep the book.

Free books –

The free book was also nice

Don't have to worry about any late fees for library books because with the summer reading there were books provided for me

did not have to pay for it

Was that you was given some books, that you could choose from for free. With this you could have the chance to get something from it. For me when you get a reward for reading it makes you want it more

short- free

The opportunity to read new books for free

That we get books for free to read over the summer

free

They gave me a free book and I love this book.

we got to have them
 receiving a book for free
 I got the free book and CD
 I also got a free book and CD
 I got free book
 A free book
 for free and
 getting the book for free instead of having to go find them /
 Free book
 free book
 Got a free book /
 Free book
 the free book
 When I find out he was set free
 I got the CD
 Got the book
 Extra Credit
 The best part of this summer reading was when I found out about the extra credit. I only
 have to write two letters so it isn't that much
 It gives you extra credit
 given extra points for reading and
 Four points on my average
 extra credit for just reading a book
 that you can get extra credit
 you get extra credit
 Extra credit
 The incentive to read to earn 4 points was a good encouragement
 that you can get extra credit
 Extra credit points
 Also, a big plus is extra credit you may receive
 Opportunity to receive extra credit
 The opportunity to get extra credit
 The extra points
 Beside receiving extra credit
 instead of paying you get extra credit
 Receiving the extra credit in a class for completing the project
 Being able to win extra credit points for a book I've had thought out the summer with an
 interesting topic
 Usually I just watch TV and the extra credit points
 knowing you would get credit for it
 The extra credit
 I get extra points and
 The extra credit and a
 Getting extra credit for reading given a chance to read books and

The other part was getting extra credit on any subject
I like the fact that there are incentives for reading the books.
being able to complete a project to receive 4 extra credit points on any of the classes I am taking
Chance for extra credit
we can receive extra credit which is helpful / nobody was forced to read /
I am also looking forward to the possibility of getting extra credit for doing a project
Is that you get to do a project for extra credit
The extra credit /
we get extra credit
And the summer reading program came with extras.
I get extra credit in school
having the chance to earn extra credit for it
4 points
the extra credit points for the average
That we get to add 4 points on our 6 week grade
it's nice to get extra credit for doing something that I like
Gave me something to do
It gave me some things to do during my flight to England
It kept me busy and made me accomplish a goal over the summer
I had something great to read during summer school and at home when I was bored
This gave me an opportunity to avoid boredom during parts of the summer
It took me away from TV
It gave me a chance to do something different other than just doing normal things that I always do.
Something to do other than just sit at home
When it's nothing to do, you can always fall back on a book to read and enjoy the understanding or the meaning of the book
When I was mostly bored and doing nothing it was useful
I really don't have any best part but summer reading gave me something to do when I got bored
Gives you something to do when you are bored during the summer
Entertained me when I was bored
The best part of summer reading is that it kept me occupied. I think that it was a very good idea, in my opinion
When you get bored during the summer there is something to do
If you have nothing to do you can read the book
Didn't read the book but it gave students something to do
It gave students something to do over the summer instead of being bored
Gave me something to do when I was bored
It gave me something to do and
At any point in the summer when there isn't anything to do then you can just pick up the book and start reading and it makes time go by very fast
It was something I could do to keep myself from being bored

An alternative to summer activities
 Gave me something to do when I want to get away from my sister
 Summer reading gives you something to do when you're bored and
 It gave me something to do in my spare time and took my mind off of worries
 When you're bored you could always pick up the book and read it
 Reading took me away from the TV.
 It gave me something to do during the summer when I was bored
 The best part of summer reading was having something to do when I was bored
 I liked having something to read when I was bored in the house trying to stay cool from
 the heat and nothing to watch on TV.
 The best part of summer reading is that it kept me occupied.
 Once I got into the book I kept reading for a while at a time. Most of the time I couldn't
 stop reading. It took up a lot of my spare time
 When you don't have nothing to do you can read this book
 Gave me something to do when there was nothing to do
 The hours I filled over the summer that I would have been at the house on the computer
 The best part of summer reading was that instead of being bored or complaining about
 nothing to do I had a good refreshing book to read
 The best part of the summer reading program was when you didn't have anything to do
 you always had a book to read.
 When you don't have anything to do then you can read a book. Sometimes it's a good
 book and it keeps you entertained for a while
 When you don't have nothing to do you can read this book
 It gave me something to do on those long drives out of town.
 Something to do when I got bored
 Well, I read on the rainy days and I found it soothing and relaxing and it also kept me
 away and gave me some quiet time
 When I have nothing to do and I'm bored I can just pick up my summer reading book and
 read it
 I also had something to do at camp
 Reading the books when I was bored at work was the best part of summer reading
 Keep me occupied when I didn't have anything to do
 Reading at night helped me to fall asleep also reading when I get bored
 Having something to do
 Something to fill my time
 Read when got bored
 I only read a book if I'm bored and sometimes I read a good book
 Book kept me from being bored with nothing to do this summer /
 The best part of summer reading was keeping me busy
 It gave me something to do when I didn't have anything to do
 It gives you something to do when you don't have anything to do
 The best part of summer reading was that it gave me something to do over the summer
 Having a book to read when there is nothing to do

It is something to do when you are bored, if you are interested in the book. I finished
 before school was even out
 It keeps you busy when you have nothing to do. I liked it a lot
 The best part of summer reading was getting a book I can keep and having something to
 do rather than nothing
 The best part of summer reading is that I didn't just sit around the house like every
 summer because it gives me something to do
 Having something to do while you're out on break
 Having something to read when there was nothing else to do
 Being able to have something to do when I'm bored and
 If I got bored or needed something to do I would just pick up my Monster and read it. By
 reading it helps occupy your time
 The summer part reading was no fun unless I was really bored
 It helped with being bored and it was fun reading the book out on the boat
 Had given me something to do when there was nothing else to do and
 Gave me something to do on Wednesdays when there is nothing to watch on TV
 Is that I really sat down and read when I was bored
 having something to go back and read when didn't have anything to do
 Gave me something to do while not sleeping and working
 Give me something else to do beside work a whole summer doing nothing.
 I think the best part of summer reading was receiving the book and
 having something to do on my spare time
 The best part of summer reading is that in my spare time I read and it gave me something
 to do when I was bored even though I just read half of the book
 Have something to do when I'm bored
 it gives you something to do when it is boring
 It gave me something to do over the summer besides hanging out with my friends all the
 time. /
 Something to do and wonderful stories to read
 Reading in the car and air plan on all my trips.
 The best part of summer reading was being able to carry books with me when I traveled.
 this opportunity also gave others something to do that will fill up their time with other
 than getting in trouble
 every time I got off of work I read /
 That I did pick up a book and read most of it. Instead of watching TV and being on the
 computer
 It gave me something to do /
 kept me busy
 That when you are bored and lonely you could pick up the book and read until something
 happen /
 Something to do if you don't have anything to do
 Reading lets you have something to do when you are bored or
 When it was raining and there was nothing to do, I had reading that would entertain me
 It gave me something to do

It keeps you busy on the bored hot days
 When I was bored and didn't have anything to do I read Monster and it kept me guessing
 It gives me something to do when I am bored /
 The best part of summer reading was that it gave me something to do in my spare time
 when I was bored and had nothing to do. The book portrayed a young black male being
 prosecuted and put on trial for being in the wrong place at the wrong time. Plus when
 you get rewarded for doing something useful it makes you feel nice so you would want to
 do it
 Was being able to have something to read that I enjoyed when didn't have anything to do.
 Having something to do when you're bored
 I didn't have to stare at the TV all summer
 Whenever I was bored and didn't have anything to do, I would take out my book and read
 and then I would have something to do
 Something to do when on the beach
 It gave me something to do when I would get bored over the summer
 It was something to do
 When I was just hanging around and had nothing to do, I read my book
 It took up time
 I enjoyed reading and keeping myself occupied
 The best part of summer reading is keeping myself occupied doing something fun
 It passed time, and
 Have nothing to do but read
 The best part was on long trips I had to take I had something to do. I had a book to read
 to keep me from being bored on my long drives and plane trips
 It gave me something to do instead of sitting around just watching TV
 The best part of summer reading is probably that by reading a book or two or three it
 gives you something to do
 Reading my book / I liked my book
 Reading and learning about a new book
 Reading a book
 It was a very good book I enjoyed I a lot.
 I did read on my own but they were good books
 Reading this interesting book
 The book was interesting. I kind of enjoyed the book
 The best part of summer reading, other than finishing the book was the experience that I
 gathered from reading the book
 The book was pretty good
 The fact that the book was detailed and
 The experience of reading it.
 Good selection of books
 The book I read was the best part of summer reading. They all were enjoyable and fun to
 read
 The part when I was reading
 The fact that we were able to read a mature book really helped.

I really did enjoy the book.
Being able to read a great book and
The book I read was interesting
I enjoyed reading Fallen Angels
Able to read a book for the summer
The best part was just reading the book.
I enjoyed the book a lot and it makes me want to read more
Reading a well written and mature book
I enjoyed the book itself.
It was an entertaining book and
I thought just the experience was the best.
The interest of the book
Actually reading a summer reading book that was good
Reading the book and
The best part was I got to read
The book gave me something interesting to read and learn about
Reading Seven Laurels
Good books
Reading – I like reading
The excitement, enthusiasm, deep thinking and suspense it gave me
Reading and finding out more
The joy I felt connecting with the narrators as I read the book
Reading
Reading is relaxing and I enjoy it.
Read books that were fun to read Reading
Reading a good book
Something to read
Reading a new book
I enjoyed a good book
Reading the actual book
Reading the book
The best part of the summer reading was reading the book, Fallen Angels, because the book was a wonderful book
I don't usually like war books, but Fallen Angels is now one of my favorite books
Reading the book, it was good
It also was a great book and very hard to put down once you started
The book was a quick read. I finished it before summer began
Reading the book
Reading something different
Getting to read a book that you normally would not read
The best part about the summer reading was that we got to read a good book over the summer and
It was a good book. I enjoy realistic war stories. Was easy reading that took about 4 hours to finish

Reading – I like reading

I love to read, so this book was a great book to add to my collection

Being able to go into summer knowing that I am going to have fun, but able to read the incredible book.

Finding a book that I enjoyed reading

I really loved the book itself. I thought it was a great selection for a summer reading book

Reading the book

The book

The reading

The choices of books

Reading

The book was interesting also

When they go into a fight

I enjoyed reading the book this summer.

Reading the book

Enjoying the book which was really interesting

The best part of summer reading was reading a good book and getting into it

I enjoyed the reading more than the project.

I got to read a very good book

Nothing really except for reading a good book

Reading another good book that I really enjoyed

Reading the book maybe,

My best part of the summer reading was getting to read when I felt like reading. I like to read when I am ready because if I'm told to read I am less interested in the book

The book gave me an interesting start and engrossing plot to ?

Reading the book

Was basically getting to read the book

Reading the book

The best part of the summer reading program is that the overall theme of the books were amazing. They all taught you something about real life. They weren't bring or anything.

They were really interesting. You felt like you know the characters

Reading the book

Was being able to read something you have never read before it something that is new to everyone

Well, once I read it, I was very bored until a few more chapters. That was when the book grab my interest because this book relates to my life and my best friend's life. So I related to this story near the end

I got into the book when Gabe came into the story. But before that it was kind of boring.

I enjoyed it and wanted to know what happened so kept on reading

I liked the book that I read

I enjoyed the book the most. I was able to read on my own time and had a good choice of books to read

The actual book

It kept me reading.
 The best part was reading
 I think that the best part of summer reading was the fact that we had to read a book. If we didn't have the summer reading then I don't think that I would have read a book
 I enjoy reading anyway so the summer reading wasn't a problem for me. I thoroughly enjoyed the book I read and hearing what people have said I will probably read the other four later on
 Relaxing and actually reading the book
 The best part was the book was actually good
 Interesting book to read.
 Reading the book
 Do it all the time
 Motivation to read and try to show how important it is and of course the books
 Is the book got so interesting that I stayed up waiting to see what happens next
 Reading while out of school
 Is that you are reading a book
 I enjoyed reading Monster and Claybird and the storyline behind them
 It was great to read a good book
 Reading the book
 Uh, The Things They Carried, really, I just thought it was an amazing vivid experience
 The reading was all that happened
 To be giving the chance to do this activity and
 I enjoy reading so reading was the best part
 Reading new and good books
 Reading
 The book
 I also liked the fact that the choice of books given weren't centered around one subject
 The book
 Reading the book itself
 a book that I like /
 The best part was the book itself. It was a great and interesting book and it was fun to read
 Best part of summer reading was the book we got to read
 A good easy to read book
 plus it was an excellent book
 The book was interesting and kept me thinking because of the play form it was written in
 Enjoying the book
 Is that I got to read the book Monster
 The best part of the summer reading was that I got to enjoy a good book
 Reading the book was good
 The best part of summer reading was reading the book
 It was kind of fun
 The book
 The book was the best part of summer reading

I think the read because I enjoy that book Monster
 Monster was a good book
 I liked reading the book because it was a quick read and it was very easy to understand
 Got an interesting book
 Don't really know I guess just reading the book
 I got to read a book that I liked
 Book was easy and a good read
 I enjoyed reading it because it was interesting. / it wasn't predictable / made you
 suspicious
 Was the reading
 Just reading
 I enjoyed this book very much /
 Reading a pretty interesting book /
 Reading monster
 The best part of reading this summer is that I got so into the story I couldn't put the book
 down
 The book choices were good
 My best part was that I gained the chance to take time out to read an interesting book.
 I finished them before school ended. But it was good being able to take books and read
 any of them
 The book
 It is fun and
 I really enjoyed the book also
 Had an interesting book to read/
 The best part of the summer reading is when you take the time and sit down and actually
 read the book to get more facts about it
 summer reading was fun and fundamental to me /
 it was a great book /
 Nothing really but I liked the book
 Things was a good book –
 The books were pretty good.
 Actually reading the book was the best part. The book was really good
 The books were all excellent
 The book was very interesting and
 That I understood the book and I really enjoyed it
 The part of the summer when you read
 Reading a good book
 And good thing about summer reading was just having a book to read
 The book and the sun
 The best part was actually sitting down and reading it
 The best part was actually reading the book
 it was an easy read and the book had a good story
 I really liked the book I read.
 I liked the selection of books and that you gave the books to us.

Something about the book
 Summer reading was great
 Reading the book
 At first if didn't like the idea, but after I started to read it, I loved it. It was fun easy read.
 Get to enjoy a good summer reading
 The book
 My best part of my summer reading was Monster
 The book Monster
 some good book the summer
 The book was good in general
 Reading a good book
 Having a good book to read
 Just enjoying the book you were reading
 The best part of summer reading was the book Monster. I haven't read a book in a long time.
 I think the best part of the summer reading program was my book. The book was very interesting and good to me
 I loved this book. It was easy to read and I enjoyed it.
 The book
 The best part to me was taking the time out to read and
 The reading
 it was fun to read it a night during the summer
 Reading a book that I really enjoyed.
 I enjoyed the book I read
 The interest that was in the book,
 The way Tim O'Brien told the story
 I think that it was a very good idea in my opinion Read Monster and coming back to school
 The book was interesting. I liked the way it was written. I really liked
 The best part of the summer reading is that I got to read the book and
 Taking time and reading the book
 Just reading the book
 Got to enjoy a book.
 It eased my mind. When I didn't have anything to do I picked up the book. I liked everything about the summer reading
 The best part of summer reading is that we had to read.
 The best part of summer reading was the book I had because it was very interesting. I believe if I had another book, the I would not have liked it all because most of the other books looked boring. I think Monster was the best book we read
 Well the best part of summer reading or me was when I actually read the book. Sense of community
 I liked how everyone was given a book to take home to read and
 I got to share my book with my grandparents

I got to read with my sister
 plus I got to see people in the community that I never would have met before
 The best part of summer reading was coming back to school and hearing others point of view and I like the whole program, I appreciate the fact that our school is trying to help and making us read in a fun way. I appreciate the money the school spent to buy books and to get the authors here.
 The positive encouragement from teachers and staff as well as the billboards around Spartanburg.
 Getting entire school involved in an activity and giving everyone equal opportunities
 Reading with my friends and family
 Everyone reading
 having everybody wanting to participate
 you could go over a friend's house and the both of you could read it together
 this project did an outstanding job of unifying the school even if only for one day
 It gives us all some common ground to start on by reading
 The best part of summer reading is that everyone was involved even if they don't read
 Everyone reading and then coming back to school having something in common
 The best part of summer reading was seeing how many people not only at Spartan High but in the community got involved.
 Sharing with friends
 Sharing with friends
 Knowing how many people were behind us and how much support we had
 Knowing you aren't the only person reading out of your group of friends or
 The large number of students reading who you wouldn't expect would be reading
 Taking My time
 Reading one bit at a time
 I think this is an interesting book and I am glad I have the book myself because that way I can take notes and to take my time to finish it
 The book I read was very good and everyone else said the others were a great choice too really enjoying the story without having a two or three week deadline
 The best part of my summer reading was that I had time to think about the story I would read
 Reading the book on my own time and it was an excellent book
 We had the whole summer to read the book and we could read it at our own pace
 You can stop and start whenever
 I could take my time and really had time to enjoy the entire book
 I didn't have to rush to read it and
 Experiencing a good story on my own time
 I got to read it on my own time. It was not a hassle trying to read it by a certain due date.
 Reading a book on your own time and
 The best part of summer reading was that you had over enough time to read it that I can read anytime
 You were able to read on your own time with a long set timeline
 You get to read on your own time and

We had two months to read our book /
 I also liked having the whole summer to read.
 Being able to read at your own pace
 The best part of summer reading is that you got to choose any book you would like to read by your own choice.
 I was taking time reading my book
 You can read when you want to /
 you can do it in our pace
 You got to read on your own time / it's not any pressure into reading on a certain time
 also you get to read at your own pace / time Summer reading gives you more time to actually read the book and understand it. You have more free time and you can schedule out different days to read
 The best part of summer reading was how much time we had to read and
 Learning – it kept me in the school mood
 It helped enhance my vocabulary.
 Reading makes you learn
 It kept me in the school mood
 Learning information (new) that you didn't know before
 Being able to explore more ideas and expand your knowledge
 You learn more words
 That you learn new stuff all the time
 I got to read and learn a little. I read the book and fell in love with it
 The best part of my summer reading was stimulating my brain.
 The fact that I had something educational to do and the
 The best part of summer reading is the fact that it helps you become a better student.
 You are learning from your book.
 Learning from the book and
 Learning new things by reading.
 Summer reading can help you to be prepared for the next year. Keeps your reading status up.
 The things I learned from it
 know I'm building my vocabulary at the same time
 The best part is that who didn't read the book, got to learn more about.
 Knowledge
 The summer reading program was a good thing to get students involved with over the summer because the more you read you learn something new. That's how most people learn the first place
 Helped me get back in the school mood
 Helps you not forget about school during the summer
 It gave me a better insight on more of my history
 The book I read kept my brain active over the summer
 Getting to read a book to better myself for college
 I actually did something productive with my summer if nothing else
 Keeps you prepared for school.

The reason I like summer reading is because over the summer a lot of kids forget things like how to spell words or do something you did last year and summer reading will help with things like that cause reading helps the brain
 The best part of the summer reading was that I could read and still have fun and learn during the summer
 It kept me focused on school
 Usually over the summer I feel like I lose IQ points because it's hard to read book since I do it all school year. With summer reading I was able to feel like I was keeping up with everyone
 The best part of summer reading I thought was the exposure to different issues in our world
 It challenged me to become a better person by setting time aside to get smarter
 I got to learn something
 Learning new things
 Me reading didn't allow my brain to get lazy on me
 The book was very interesting. It kept me anxious and excited while I also learned a little about the court system
 The best part of summer reading was that everyone was able to read and actually learn something instead of doing nothing. We did something productive over the summer
 Expands the mind and makes the reader feel smarter. Builds your intelligence
 Keeps your mind working and takes up time
 It helped me refresh my mind
 It gave me a chance to learn new things.
 Did the right thing and read something educational
 It can help students on their reading and comprehension skills
 It also kept me active in an academic way over the summer.
 You get to learn something new and learn about things you shouldn't do
 I learned a little bit more about someone
 Having something educational to do over the summer to get prepared for school
 The best part of summer reading is that it made me focus more on reading.
 Keeps you motivated and thinking
 Gets you familiar with reading and helps you to do a little bit more thinking over the summer /
 It was a chance to learn while on a break from school
 The first part of the summer when I was still in the school mood
 You was still in the school set mind and not brain wash for the whole summer
 They also kept my mind busy when I was at home
 It helped people to build up their reading skills.
 Reading this book kind of gave me a job or a lesson to do over the summer to keep me up
 I never studied the Vietnam War so it was interesting to read
 sets a goal for the summer. It helped me learn I something outside of school
 It gets you prepared for going back to school and
 Reading an interesting book that gave the reader a real understanding of war that is much different than what you see on a movie screen

Being able to read about something I haven't experienced
 Getting to learn about how people go through tough times in jail and how trials go
 It kept me from watching TV and got me thinking about school
 Book Discussions
 When we had group discussions
 Being able to discuss the book with your small group. Because of this insight is added
 Being able to talk about the book in a small group
 The best part was when we had the discussion and we learned even more about the books
 we read over the summer.
 the small groups discussion / historical context. Also, comparing the war in Vietnam and
 the war in Iraq
 I got to hear someone else's perspective of how the war was. How it made him feel and
 how it changed him
 I enjoyed being able to have discussions with others on the subject at hand
 Learning what other people thought about the war
 Discussing the book with people
 The best part of summer reading I think was the discussion
 The best part of summer reading was the discussion I had in Ms. Haynes class
 I enjoyed the active discussion in Ms. Haynes' class because we got to express our
 opinions
 Group discussion
 Gave me an opportunity to read books that my other classmates would read and I could
 discuss it and learn more about it
 The best part of summer reading for me was being able to share my opinions on the book
 with my peers
 Discussions in small groups
 I liked the afternoon discussions and the wide range of books to pick from
 Class discussion
 Actually relating to other people about the book
 The discussion in small groups and the guest speaker
 The best part was the class discussion
 The best part was the small group discussion because you go to see what other people
 thought about the book
 Be able to discuss your views about the book in groups and also with the authors
 The small groups
 But I like the discussions with everyone else the best.
 The discussion session
 The discussions
 The best part of the summer reading was the discussion session and seeing how others
 would change the way the book went
 The best part of summer reading was being able to come together with other people and
 being able to discuss the book.
 It made me see things that I hadn't really seen as I was reading the book that others might
 have and I was able to share my views and opinions about the book

Being able to talk with fellow classmates and friends about a novel we all read. That doesn't typically happen often because people's tastes vary
 The small group discussions with Dr. Epps and asking the authors questions
 The end discussions with Dr. Epps and meeting the authors. It was good to hear what the writer said about when they chose the characters, plot, etc...
 I liked discussion listening to what other people that of the book. Also telling other people what I thought
 Book discussion
 Being able to read a good book over the summer and discuss it with my peers
 Sharing everyone's opinion in small group discussions after having read the book
 Was reading the book and the chat with the author
 Getting new opinions by the works of other people
 Talking about the books
 Then got to say what we felt about the book
 I think this is a good idea to give students a choice on reading a book during the summer.
 I enjoyed the program for summer reading I have a good idea of what the book was about since our discussion of the book
 From the book chat discussion I feel that everyone loved the book. It taught a lot of people things like don't be in the wrong place in the wrong time
 Get to come to classes and talk about it and get to meet new people
 The best part to me was the book chat because we got to say what we really felt about the book and not bite our tongues
 The discussion part with Janis Owens
 I guess coming back and being able to discuss what we read with a much larger group than with English class. There are more opinions that way
 to be able to discuss the books all together
 I enjoyed the small group activity and the authors attendance.
 The discussion about the book.
 Also learning about different thoughts and ideas that people have
 The discussion
 That it is over so that we can discuss them
 Group discussion
 I enjoyed the small discussion group
 discuss what you felt about the book with other students
 The discussion in small groups was really open, and issues were talked about that never have been in Spartan High before
 Small group discussions
 The assignments were really relative and interesting – the discussion groups with Ms. Haynes
 The part when we did the group discussion and getting to know what points the author came from
 Coming as a whole and discussing it among another
 The best part was doing discussing it

The opportunity the entire student body had to experience authors at the school group
 discussions and being able to talk about the assignments /
 Being able to come together with teachers and other students to discuss the contents and
 what others got from the book
 I liked the discussion part after we go back to school
 I also enjoyed the large forum with everyone that had read Monster and the speakers for
 that forum
 The best part was just sharing what I thought with others when I returned to school. Even
 though it gave me something to do over summer break
 The end of it when we discuss it
 Was when we go into our small groups
 Going to the assembly
 as well as group discussions about the book
 The discussion
 Having group talking because I had a chance to hear other people's opinions
 Group discussion because you got to hear everyone's opinions on what they thought
 about the book
 We discussed the book so you can get a better understanding of what was going on
 Coming to school discussion
 I also enjoyed the group discussions
 That we got to talk about the book and the situation
 Discussing the book with small groups /
 get to talk with some other people my age
 I really like the small group discussions
 When we got together in the discussions
 Also when you discuss the book you know about it and you help answer questions and
 ask them if you don't know the answer
 Discussion with Ms. Haynes. We got other people's perspective on the book and on the
 war in general
 getting together to discuss it
 I liked how when we came back to school and we discussed the books in groups
 The best part was having the discussion about the book because you see how other people
 felt about the book. Also what was good about the discussion was you got to hear how
 other people viewed the book while reading it.
 it gave us something to think about
 Small book chats
 Small groups
 The best part was getting in a group and discussing Monster
 The group discussion
 The best part was the assembly and
 afternoon chats
 The discussion afterwards with a group
 You get to incorporate books you get to enjoy on your own time with people
 groups that you can discuss it with

When we were in groups talking about the book
 Discussing the book
 The best part of summer reading was the discussion we had after we left the assembly
 small discussion group was very effective
 Best part of summer reading was the small group discussion of the book we had
 telling about the book
 I liked the assembly because I got to hear the authors thoughts about what made them
 write their book. I also enjoyed the small chats to hear other people's perspectives
 The best part when they start asking people how did they like the book and how it was
 How people share how they were related to the book
 Getting to talk about it with some of the teachers
 We got to get out of class to discuss what we have read. In this group we had different
 opinions about what we was ask
 The best part of summer reading was the small group discussion
 When we went back to our discussion class and discussed the book I had a lot of
 questions to ask. Because my teacher put us in a group of four. We were talking about
 did we thing he was innocent or guilty
 Getting out of class to discuss the book and
 The best part about summer reading is when you get to talk about if you don't understand
 it you can talk about it in the classroom chat
 Being able to talk about it in groups
 Meeting the new people in my book chat was nice as well
 going over it
 Getting together to get a different understanding about the book
 I like to read and it seems like all the books encouraged interaction and good discussions
 groups
 The program that we had in the gym was great and the class discussion was very good
 and it helped me understand the book better
 Nothing / I don't like Summer Reading
 Nothing about the reading was but the summer was
 I really didn't like summer reading None
 Nothing
 No fun at all
 I really don't care for reading
 Nothing
 There is no best part
 None
 I didn't read
 I didn't read it
 I really don't know because I didn't read this summer
 I did not read
 Nothing because I didn't read the book
 Don't know
 Did not do any summer reading because I was a new student

I didn't read this summer
I'm not sure
It wasn't a best part because I didn't read during the summer.
Too busy to read book
Nothing
There isn't one, especially over the summer
Didn't have any
Not reading the book and
Didn't read the book,
I didn't
I might be able to tell you next year
Don't know cause I did not receive a book
Nothing
I don't know
There really wasn't any best part of summer reading to me because I didn't read anything
Nothing
I didn't read
Reading is fun but I don't like it. Also during the summer I am so busy since with
family, church, and other things
The end of the project. I don't like being mandated to do something over the summer
because the summer is my time away from school
I didn't read
I wasn't interested in the book selection of the summer reading program. I didn't read
Didn't read it
Didn't get to it
I told myself that I was not going to read this summer
Nothing was good it was actually boring. I tried to read it but it kept disappointing me
Nothing
I did not read a book
I don't like summer reading at all because I feel like we should vacation while we are out
of school
I have any chance to read this
Nothing
I don't like to read
Nothing
Nothing
None
None
I don't know, I really didn't read cause I didn't get one
I didn't read over the summer
I didn't read because I had to work, baby-sit, and go to church. I read to pg. 26 and from
what I read it wasn't very interesting
I didn't have a best part
I don't know I didn't read the book

Nothing
None of it
I did not read the book
I didn't like reading during the summer
Nothing
None
I didn't read during summer
Don't have one. But I heard that the end of the book where she had to say good bye she didn't but just left
There is no best part.
To me nothing was the best
Nothing
There wasn't really no best part in the summer reading
I didn't read the book
None
Nothing
I not no
I not no
None
I really don't think summer reading is fun
Well it was not best because it walked out of my room. I never got to finish it
I didn't have one because I didn't have no book
The best part of summer reading was not reading at all
I didn't read my book because I left it in Atlanta
I don't have a best part in this book
I didn't really like the summer reading program because I don't like to read
I don't think I enjoy reading over the summer when I can read at school
there was nothing fun about reading over the summer
Resting because I didn't finish the book because it didn't interest me
I really did not read it but I going to take the time to read it
There wasn't a good part about summer reading cause I didn't have time to do it
I'm not sure what the best part of the summer reading was
Not much to say about best part. I had no best part
I didn't enjoy reading during summer.
I don't know, I read Monster last year in school
I felt like there really wasn't anything fun
There wasn't anything I liked about summer reading
Identification with book / characters / Vietnam Veterans
I learned new things about the Vietnam War
That I got to read a book that has impacted my life, because I do not know what will happen to me in my life as Richie Perry didn't know what would happen to him
I got to feel what it was really like to be in the Vietnam War Being in the mind of a soldier in the thick of the war.
Seeing him fight his emotions and the physical hardships of his deployment.

It also helped a little about the actual Vietnam War and life as a soldier in general
The best part was knowing how Perry felt before during and after the war
I learned about the war
I found out stuff about Vietnam that I didn't know
I learned a lot about the Vietnam War and what it was like to be a soldier
The books made you feel like you were actually in the main character's shoes. I actually felt as if I was in Vietnam
The best part of summer reading is getting to the insight /
Makes you think
I was also able to visualize things a lot better
Learning more about the Vietnam War. Getting a better idea of what the soldiers in Vietnam had to go through
Learning more about the Vietnam War was interesting and learning about how traumatic it was for the soldiers
Getting to live the life of Perry
I thought the best part of summer reading was learning more about the Vietnam War and reading what the soldiers went through
The best part was reading a book that gave good information on the characters and the war
made me think about how bad Vietnam was
The best part is being able to read through the eyes of a Vietnam soldier
I learned something about the war that I didn't know.
Get to learn a new thing I never knew about
The book relates to the Vietnam War.
I enjoyed being able to walk in all of these characters' shoes.
I could relate to the book I was reading and
The book was easy to read and taught me a little about life
Being able to pull myself into the world of literature, and see through the eyes of many fascinating people
Reading a book that actually has a point and makes us reflect on our own lives that are or can be compared to our everyday life
I liked learning more about the war and how combat soldiers handled their situations once they returned home
I enjoyed learning more about how the Vietnam War affected combat soldiers
It gave me a better perspective of how war truly is and how it can affect a person years after it is over
Learning more about the Vietnam War in description coming first hand
The thought of being in the situation
It really made me respect our war veterans and the sacrifices they made for my freedom
I enjoyed reading The Things They Carried because it opened my eyes to an era I didn't know about
You can learn new things and view different things and places
I really liked the book. It explained a lot to me. A lot of things in the book related to me and some things I would like to know

Reading a book about a young black boy who is on trial for similar things as black males today even though he was proven innocent
 Best part of summer reading was that I picked a book that was very understanding to young adults. It was interesting to me because this happens to a lot of people that is our age
 I thought it was a lot of fun reading the book and being able to relate to what the soldiers in Vietnam went through
 Showed me a lot about the war, something I know little about.
 Seeing another point of view though someone who was actually in the war, helps me by understanding the situation and feelings of the characters
 I learned more about the war of Vietnam on the aspects of the soldiers' lives and the book has changed my thoughts on Iraq freedom enjoyed getting into my book and actually feeling like I was a part of what was going on during that time period
 The best part of summer reading was learning about the Civil Rights era. That time period is looked over in history class because it is recent history. The books gave me a better understanding of the era as a southerner
 I got to learn more about history through the Vietnam War veteran's stories and point of view which was very interesting for me because I got to see a true experience on every page
 Learning more about the details of the life of the people who went through the war
 Getting to hear stories and learn what life was like in Vietnam
 Getting inside of the head of the authors, especially Tim O'Brien, to fully understand the horrors of war
 To see other people's view of Vietnam and to know how the war was like
 Learning about the Vietnam War
 This book helped me learn a lot more about Vietnam and helped me appreciate our veterans
 The book was great and lots of people could relate to it
 I got to see the struggles of another teenager
 You can get into the story and know the characters with the right book
 It taught me a lesson about life
 It expanded my knowledge on Vietnam and the life a soldier experienced in Vietnam
 Learning and furthering my education on Vietnam and
 also by reading a book it lets you get into the story and you can envision the story being in the shoes of a teen on trial for murder
 I liked that I could read a book that relates to people my age/
 the book is a true story that could happen to anyone /
 reading this book taught me to be careful who I hang with
 The fact that the book that I read was like what's going on today / it's like there are boys that I know that have to do some of the things just to get in gangs/ also, I like the fact that we got to see who the real Steve Harmon was
 It was very fun to read because I actually could relate to it
 I got to read a book that came from school talking about everyday life

It gave me a chance to read a book about things that can happen in real life. It also taught me something about choices I make in life have consequences behind them
 Real good book, could relate to main character.
 During this summer reading program I enjoyed reading because this experience helped me learn something about the real world /
 what can and could eventually happen to you in life
 Reading interesting stuff that probably could show up in someone
 The best part of summer reading is that Steve Harmon is not guilty / also that anything that somebody do and is also being guilty
 Learning about how choices can affect my life
 It had told me a lesson
 can relate to how he is feeling and what he is going through because I have a boyfriend that is a similar situation
 Being able to sit down and relax and read a book and use your imagination and interpret an envision the book and its characters in your own way
 Learning interesting things about the characters of the story
 Got to walk in someone else's shoes
 Experiencing something from someone else's eyes
 When I read the book it make me realize that just being with your friends when they do something wrong can get you into a lot of trouble
 I learn a lot more about everyday life just by reading a book
 The best part of this reading is me personally having an open mind to the characters point of view
 when you want to go somewhere but can't physically go
 Reading the book and getting to know Steve point of view
 it takes you to another world
 The best part of the summer reading program was that it allowed me to have something to read and enjoy and get a view of what it was like
 also gave me a different point of view
 Understanding things from another person's point of view. Seeing the things they see and how it affected them
 reading book helped me to know what types of things go down in jail
 It helped me to escape into another world while relaxing at the beach
 Getting thought the story and knowing what all happen and how it happen
 the book was the type of book that was made readable to a more younger crowd
 Reading a book I normally wouldn't have read
 The best part was being told to read a book that I normally I would've overlooked and ending up liking it
 Reading a book I wouldn't normally read
 Receiving a book that I wouldn't have picked out myself, but ended up really enjoying.
 I got to read a book that normally I would not have read
 Read a book over wise might not have and found out about others I may read /
 It gave me a chance to read a new kind of book.

The best part of summer reading was the recommendation of books I would probably never think of reading. I really enjoyed the book I read.
 To read a book that I might not have read this summer and see how Claybird lived in his time period and the problems he had to face when he was young. Also, how he reacted when he found out about the family secret. It was an interesting book and I will check out the other books that Janis Owens wrote
 The best part of summer reading was getting a book that I wouldn't normally chose and reading it and actually understanding where they're coming from
 Reading a novel I wouldn't normally choose to read. I also enjoyed the book immensely reading something I normally would not choose for myself to read
 Actually turning out to like the books
 The best part of summer reading is reading books that you'd never read on your own an finding out it's actually good
 Reading a book I would have otherwise never picked up /
 When I actually read the book and enjoyed the book. Having the opportunity to be able to read a book like Monster
 The best part of summer reading was the opportunity to read a new and different book. It was different from English class because you got to choose which one and actually find interest in the book
 Reading a book that I wouldn't normally read
 Getting exposed to a book I never would have picked up at the library
 It gave us a chance to read books we haven't heard of and
 The fact that I got to read a book that I've never read before /
 Introduced me to a great book and genre and free
 It's not a book I would normally read, but I found it interesting
 The book I chose was much better than I thought it would be
 The best part for me was getting to read a new book and
 I was able to read a book from a selection that I wouldn't necessarily read and it allowed me to expand my knowledge of situations in this world be
 The best part of summer reading was that I actually found a book that I enjoyed enough to read all the way through. Being so that I am one who doesn't enjoy reading I surprised that I actually read the book all the way through without taking a break.
 Reading a book that I probably wouldn't have read otherwise
 Discovering a new book
 The summer reading books were different from most books that I would normally pick to read.
 Now I think I am more open to different book choices now
 The best part of summer reading was discovering a new book
 Missing Classes
 Getting our of regular classes for a day
 It took up a day of school
 not going to class
 missing all our class for the discussion
 Getting out of class

Missing classes to talk about the book.
 Not going to all my classes
 That we didn't have to sit in 7 classes /
 Missing a day of classes
 I enjoyed how we could all take day off from the beginning of school
 missed class
 Meeting / Listening the Authors
 You can discover great new authors that you didn't know about
 And also being able to meet the author
 When the authors who wrote The Schooling of Claybird Catts and Seven Laurels came to
 Spartan High
 Being able to talk to the author of my book and hear what she was thinking when she
 wrote it
 Liked the authors speaking
 The author being here talking with us was also very good
 I really enjoyed meeting Janis Owens, the author of my book. Speaking with her and
 listening to her talk about her past experiences gave me a much greater insight into the
 novel
 The program with the authors was really interesting because the student was able to see
 the author and learn more about them.
 Meeting the authors
 Listening to the authors talk was also insightful and inspiring.
 I enjoyed having the author of the book I read come to the school and talk to us
 having the author come and speak to us on what her ideas were while writing
 The authors made the book more personal and closer to everyday readers.
 The best part is when you get to meet the authors
 The best part about the summer reading was meeting two of the authors. It was nice
 meeting them and talking to them about their books.
 Having the authors come and talk to us
 I think meeting the authors getting to hear their opinions and their perspectives / back
 grounds was the best part /
 Being able to meet the authors and hear about interesting parts of their lives. / reading
 during the summer always keeps my brain stimulated so
 speaking with the authors today
 Meeting the author of my book
 I also loved the authors
 The best part of it was having some of the authors here
 Meeting the authors of the books
 Being able to hear some of the authors speak
 Listening to both of the authors that talked in the program and learning about why they
 wrote their books
 The author coming in telling us about the story she wrote
 the authors speaking
 to learn more about the authors and why they wrote the books

It gave me an opportunity to take a chance on reading because I never read over the summer and then the authors came to speak at our school

Having Choice

Reading the book of your choice

The students had the choice to pick which book they wanted to read from a group of 5 books.

we also got to pick from a couple of different books

The best part was being able to choose from a variety of good books.

That we got to pick our book our self and

The best part about the summer reading was the different choices of books you could choose from

Getting to choose a book that interested you

I like that we choose our books

Then we got to pick our own books and

The fact that we were given choices

Reading what I wanted to

Everyone got a choice of a book. Most people were happy with the chance to have a choice of a book. I was happy too

There were many choices of good books

Being able to choose

Optional Program

I like that it was optional and

Not getting in trouble for not reading the book

it was optional

That you can read the book if you really want to

I like that it was optional and

They didn't make you read you had a choice

were not forced to a book we didn't want

the reading doesn't affect our grades

Finishing the book / accomplishing a goal

The best part of summer reading was finishing the book

When I closed the book

Finishing the book

Finishing the book

When I finished the book

When I finished the book

Finishing the book, and all of the action

Being able to say that I accomplished something by reading a book

The sense of accomplishing of a goal

The best part of summer reading is knowing you read a book and you finished it

The feeling of completion and reading a book I had never heard of or would have picked out but getting something from it and enjoying it

I was happy when I got finished

Finishing the book

Getting it done
 Finishing the book and knowing that I had done so
 Finishing The Schooling of Claybird Catts
 Finishing the book
 Finally finishing the book
 When I finished the book
 Getting finish reading it
 Finishing the book,
 When I finished
 Actually finishing the book and enjoying it
 When I was finished
 When it was over
 When it was over
 Comments from the Books
 When the trial
 The best part of the book was when Steve was in jail and when people was fighting and killing each other
 When he got out and was proven innocent
 The way the book ended
 My best part is when they rob the store
 When they talk about the case and find him not guilty
 When he went to jail
 The best part of summer reading I liked was when Steve was proved not guilty. I mean because him just being the look out man / person he shouldn't get charged with murder
 The deciding in the boy was not guilty.
 The best part of this book when he was in the jail cell and Steven was disliking himself because he was accused of killing someone. The part when his brother wanting to see him. Another part is when he was founded not guilty
 Is when the three boys thought Steve was going to be guilty but they was guilty and Steve was not guilty
 When the boy is going to market
 The best part of summer reading is going to be guilty
 Getting to know the characters and what happened to Mr. Steve Harmon which also includes knowing that he's innocent
 Getting to know the characters and what happened to Steve Harmon which includes knowing that he's innocent
 The best part of this story when he was telling us how many years James King got
 When I found the verdict to the trial
 When they were explaining the scene of the murder
 The best part of the summer reading was the ending of the book. I was really shocked that he didn't get convicted
 When he was telling us about his problem
 The best part was when he was in jail and while in there that's when he finally started to realize how to do the right thing and what he should have done then was right

Getting to the end of the book. The end of the trail
 The best part of summer reading was when I found out that Steve was not guilty
 When Steve went to jail and telling us about the best time to cry. He said the best time to cry is at night. He even heard other man getting raped
 I thought the best part of the book was when Richie finally realized there's more to life than going to school and graduating and he realized this when Richie and his mother work things out, and Richie sees one of his best friends get shot
 The best part of the summer reading was when I finished the book because I thought that Richie and Pee Wee were going to be killed but I was relieved when they went home on the plane. It took me away from the TV
 Was learning about the first of the book when he was getting jury
 That even though Steve said he didn't go to the store. Then later on said he brought some tick tacks. This makes me feel like a investigator in a big murder case
 When he got caught
 My best part was when the trial had began and when he was in the court room telling his side of the story
 The best part of summer reading was finding out the real life related story of Steve Harmon
 When Perry and Pewee had to save prisoners ????
 The best part of the book was when they had found him innocent
 When the book Monster got interesting when the trial began
 Well the best part is on Monster is that when the boy was found not guilty /
 The best part of the summer reading was when Steve found out he was not guilty. Also when the case was over his lawyer never gave him a hug
 Starting the book when he been in court so many times
 After 4th of July I read Fallen Angles. I had started reading a lot of chapters The fighting parts in Fallen Angles was cool
 When I sound out that he was free but really I just went to the end of the book
 The best of the reading was the war action in the book
 These books are better than the ones we read for school
 Reading something interesting for school
 Usually required reading stinks but Monster was a good book that draws you in, like Scribbler of Dreams
 Reading something I wanted to read, rather than being forced to read a novel I didn't like because it was part of the standards
 Speakers
 Everything
 Hearing Dr. Dunn
 Listening to the guest and authors speak
 Also having people who actually participated in the Vietnam War was exciting
 Listening to Dr. Dunn talk about his experiences and views and
 I actually enjoyed the book I had to read for school. Usually the books for school are rather boring and are a drag to read, but this one I really enjoyed
 The Vietnam Veteran who came and spoke about his opinions and the war

The veteran speaker
smart guests from community to share their personal experiences that complemented the authors
when he was talk about his project on veteran War and Ronald Regan
I enjoyed the speaker for those books in the cafeteria.
No Homework or Test
There was no homework on it, I just read it
No homework to go along with the book
Did not have a test
It was the only homework we had.
We only had to read one and we didn't have to write a paper for it and we had discussion
Literacy Day
The best part of the program is the fact we spent the whole day to concentrate on the books we choose
Literacy Day at Spartan High
Also, being able to look forward to the 2nd day of school celebration
The best part of the summer reading was the first school to have a summer reading program
I finished my book early
Finishing before summer started
I did not read the book during the summer. I read it a day after I got out of school
The best part was that I got finished 2 weeks after school ended
I finished it before school let out and
I am encouraged to read other books / more books / I've not read very much
I really got to enjoy a good book over the summer. This was the first time I spend my summer reading
I like reading but during summer I don't make enough time to read and the program forces me to read (in a good way
By reading this book at the beginning it put me in the frame of mind to read other works of great literature this summer
The summer reading program has now encouraged me to read more
Expanding my literature needs
Finishing the book was one. I thought I would never get done with that book. I'm not much of a reader, but once you start reading, you get hooked on it. It's like some kind of addiction, you want more of it
It got me to starting reading novels and it kept me occupied
Made me read a book
Makes you ting that you want to read
The book got me motivated to read a lot more books
I don't usually read very much, so this gave me the opportunity to take a break from TV and computer and actually sit down and read.
I wouldn't read if it wasn't for this summer reading program
I never read a book that caught my attention. This book was unusual to others too. Steve was a very cool guy who just didn't want himself in prison

I did not finish my book
 I only got to read half of it
 The summer reading was fun but I didn't read too much this summer but Claybird was a good book the parts that I did read because my sister lost it
 I really don't enjoy reading, but if it was a good book I would have read it
 Even though I didn't read the book I thought that it was a good project from what I heard it was a good book and I hope to find time to read it anyways
 I'm new coming from Union High, but just from hearing people talk about it, it sounds like a good book. I will start reading today
 I wasn't here this summer and I got the book at home I read the first page. I be out of town, I got put out for fight when I was in the 9th grade so I didn't get to read it
 The book was pretty enjoyable, but hard to fit in my schedule because I was working 2 jobs
 I only read some of the book I'm finishing it up
 Losing my book so that I had one less thing to worry about
 I enjoyed the book even though I didn't finish I plan on finishing the book later
 The assignment / book was manageable (easy)
 Book wasn't too long
 You didn't have to read more than 1 book and
 It didn't take too long and it was a great book
 It was awesome only having to read one book and not like 4 or 5 like at my old school
 It was an easy read book /
 Didn't take too long
 It was an easy book to read / it didn't take too long to read /
 The best part was that it wasn't time consuming
 To find books that are not too long really got to choose our books and
 The book was easy to read
 The best part is when I get the CD
 Reading is relaxing to me
 Setting time aside for reading
 Takes your mind off current obstacles and problems that may be taking place
 Peace and quiet
 It's peaceful
 Relaxing while reading
 Also gives you enjoyment
 By reading it helps me to escape the troubles of the outside world. It helps me to relieve any stress and tension. Reading for me is away of cleansing my mind of unnecessary thoughts and get away from problems I may have
 That I was able to chill after practice and read
 The book was engaging
 I didn't get bored that quick
 I really enjoyed the book and was always interested while reading it. I probably wouldn't have read a book over the summer but because it was requested I did
 The whole book suspense

I didn't get bored
climax of the book
Once I got into the book I kept reading for a while at a time. Most of the time I couldn't stop reading. It took up a lot of my spare time
I did not get to read the whole book but did enjoy the parts I read.
Reading the story and not being bored
When the book got interesting
when I had nothing else to do so it kept me busy and the details of the story never bored me
The book kept me wanting to read more and more
Was I had something that kept me guessing. /
Definite the ending of the book / it was very suspenseful
The suspense of not knowing what's going to happen next
The best part of summer reading was that this book was not boring and didn't have a point. It got right into the situation and plus its showing us a perfect example of its easy to get yourself into trouble but hard to get out
I did not like the choice of books or this program – don't value program / books
Honestly while I enjoyed the book, I found the task to be distracting to reading I had previously allotted to be done during the summer
I admit I liked the exposure to a book by a wonderful author. I as glad to have an introduction to Tim O'Brien's work. However I would have liked some more such quality authors to choose from. That was all I had an appreciation for good literature by a renowned author and enjoyed this project only in that aspect
I honestly did not enjoy the summer reading for the reason that the books remind a little too easy for high school students. Though the book was interesting it did not seem to me that they were all that difficult
I like books about a long time ago not what happening today
Terrific book selection and
felt like I had a goal to read
It made me feel kind of responsible to read
Reading about times during the Civil Rights Movement
early distributed giving ample time to read them and less stress
The ending
I liked the ending of the book
I enjoyed hearing about the book even though I didn't get a chance to read it I should try to make time to read over the summer
The book was ok it wasn't too interesting to me as I thought the book was going to be.
Some parts in the story was very confusing
I wouldn't know, I read the books the first day of school. I proceeded to finish them that night
The end of the book
The ability to read a book full of cool stuff
Stopping
When I started

When I got through with the book, and when I was reading the book
 Giving me something good to write
 Reading other books
 There wasn't really a best part. It was really nothing new to me since I always read a lot, especially during the summer
 The emotion
 The best part were we have projects
 The resolutions of the situations in the book, were the most interesting parts of the reading
 I guess!
 Constructive activity
 The introduction into the pres which society sometimes tries to avoid
 Helped remember cool stuff
 I would have to say seeing SHS actually having a summer reading program. Most schools have summer reading programs and I think it is a step that SHS should head to
 It let me know there is something else to do
 It makes me feel special to know that I am among the first to start such a wonderful program
 Well, honestly there is never a good part to summer reading, but it was good that we had to read something because obviously no one would have
 I read a book over the summer because I knew it needed to be done.
 Even though I was unsuccessful at finishing my book, the best part would have to be just not losing focus on school. Reading over the summer keeps me entertained when I'm bored and keeps my brain active on more than just he TV and the radio. So the best part would have to be keeping me going with more knowledge
 The chance just to relax during the summer and read and
 However I enjoy reading a book more when there isn't a project attached to it
 I had peace and quiet but also had summer school so I didn't really get to read all of it
 Night reading
 Best part of summer reading in my room
 Something new during the summer
 The best part about the summer reading program was the books was interesting and
 It was quiet and I could read when I wanted to and didn't have to
 When I first received and began reading the book because I was excited to get it
 the book was interesting but it was also long
 When I got read interested in the middle of the book so I had to keep reading
 Nothing really except learning what is happening in the story
 Getting the reading over
 Just doing things differently and taking time to read
 To read and not only read by actually have a reason to believe
 It let people see how different books are created
 That I'm reading and I'm not in a classroom or around a lot of people. I can stay to myself and enjoy the book
 It keeps various thoughts running through your mind during the summer

I went on trip with Spartanburg High School to the jail house to see how it is and looks
The different choices of books
Reading on the airplane down to Spartanburg
When the book starts to interest you more into wanting to read more books
The time it started
you can't read in a classroom /
you can figure out how many page you can read /
I think it was that they wanted to do this over the summer to keep us in a mood of reading
The assembly even tough it was boring but yet still it was better than being in class
Near the end when it was boring
The best part is that Spartanburg High gave their students a chance to read a great and
wonderful book
coming up with very interesting fun-filled books
When I closed the book
I know there are good to be read
When my reading is done and I can form questions and opinions about it
The best part of summer reading was at the beginning of the summer when I was in the
mood to read

APPENDIX E

Book Projects

Year II of Summer Reading

Seven Habits of Highly Effective Teens, by Sean Covey

In his book, *Seven Habits of Highly Effective Teens*, Sean Covey identifies and details habits that, if developed, can help teens achieve their goals and achieve success. Your challenge is to create an honest, thoughtful self-improvement plan that is based on Covey's seven habits.

Consider your strengths; what are they? Consider the areas of your life you think could use some improvement; what are they? Which of the seven habits do you already possess, and what evidence can you show to prove this? Which of the seven habits can you incorporate into your life, and how do you plan to do this?

Your improvement plan can take one of several forms:

1. You can write a traditional personal essay that addresses the previously-mentioned questions.
2. You can create a PowerPoint presentation that addresses the previously-mentioned questions.
3. You can make a scrapbook with pages illustrating how you plan to address the previously-mentioned questions, for each of the seven habits.

Habit 1: Be Proactive

Take responsibility for your life.

Habit 2: Begin with the End in Mind

Define your mission and goals in life.

Habit 3: Put First Things First

Prioritize and do the most important things first.

Habit 4: Think Win-Win

Have an "everyone-can-win" attitude.

Habit 5: Seek First to Understand, Then to Be Understood

Listen to people sincerely.

Habit 6: Synergize
Work together to achieve more.

Habit 7: Sharpen the Saw
Renew yourself regularly

The Secret Life of Bees by Sue Monk Kidd

Set in the American South in 1964, the year of the Civil Rights Act and intensifying racial unrest, Sue Monk Kidd's *The Secret Life of Bees* is a story of coming-of-age, of the ability of love to transform our lives, and the often unacknowledged longing for family. Addressing the wounds of loss, betrayal, and the scarcity of love, Kidd demonstrates the power of people coming together to heal those wounds, to love each other and themselves, and to create a sanctuary of true family and home.

Keep a reading journal in which you write one journal entry for each of the following questions:

1. Lily grew up without her mother, but in the end she finds a house full of them. Have you ever had (a) parental figure(s) in your life who wasn't (weren't) your true parent(s)? Have you ever had to leave home to find "home"?
2. Lily's relationship to her dead mother was complex, ranging from guilt to idealization, to hatred, to acceptance. Do you think family relationships are the most complex relationships of all relationships of all? When have you experienced a similar range of emotions? What were the circumstances? What is the state of the relationship now?
3. What compelled Rosaleen to spit on the three men's shoes? What does it take for a person to stand up with conviction against brutalizing injustice? How far would you go to stand up against something you feel is unjust?
4. Lily witnesses adults who demonstrate disappointing behaviors and beliefs. When and why have you been surprised/disappointed by the actions of adults?
5. Were you surprised to learn that T. Ray used to be different, that once he truly loved Deborah? How do you think Deborah's leaving affected him? Did it shed any light on why T. Ray was so cruel and abusive to Lily? Can you forgive T. Ray's behavior? Why?

The Bridge by Doug Marlette

In the novel, Pick Cantrell rediscovers and comes to appreciate the North Carolina of his youth, in part through his grandmother's vivid stories. These stories inspire Pick, a cartoonist by trade, to draw pictures depicting his grandmother's past.

Using your own hometown to inspire you, create a work of art that captures the essence of what five different locations in Spartanburg have meant to you and your family. This work of art can be a painting /series of paintings, or it can be a collage of pictures that convey the significance for all five places.

As you know, Doug Marlette is an award-winning editorial cartoonist. Put yourself in this role and create five or more "editorial cartoons" that address issues in the novel. Be prepared to discuss the how your cartoon takes a position on each issue. [Note: Before undertaking this assignment, make sure that you understand the genre of editorial cartooning. Study the work of several different syndicated cartoonists in a number of different newspapers, and notice especially how they use stereotypes, exaggeration and/or understatement in their work.

The World Made Straight by Ron Rash

In Rash's novel, Travis Shelton experiences uncertainty throughout—he is unsure of his identity, of his father's love, of his own loyalties, just to name a few.

At the end of the novel, the reader is uncertain about the future of Travis Shelton (and perhaps Travis is equally uncertain about his own future). Where does Travis go as the novel closes? What choices does he make? How have the events of the final chapters altered the course of his life?

Write two extra final chapters that will explain Travis's next move(s) and provide answers to the reader regarding the next stage of Travis's life, given the surprising climax of the novel.

Slam by Walter Dean Myers

In *Slam*, Greg “Slam” Harris is given the assignment of creating a video “portrait” of his neighborhood. What seems like a simple enough assignment creates a great deal of conflict within Slam, as his neighborhood is quite different from the neighborhoods most of his peers at his new school call home. Ultimately, Slam commits to the assignment and creates a revealing story of the only home he’s ever known, sometimes surprising even himself!

Follow Slam’s lead by creating a 15-20 minute video diary/documentary of the Spartanburg you call home. Take the viewer on a tour of the unique aspects of life in Spartanburg that only you know. Who knows, you might see a side of your life that you never even noticed before!

The Pact by Sampson Davis, George Jenkins, Rameck Hunt, and Lisa Page

Although they are now very successful physicians who are committed to giving back to their community, Drs. Davis, Jenkins, and Hunt certainly had their doubts along the way that things would turn out so well. The three lifelong friends made a pact with themselves and each other to provide support to see them through high school, college, and medical school. Not only did they have the support of each other, they had mentors along the way. This support system, the three friends often say throughout their book, made all the difference for them.

Looking at your own life, who is in your “support system”? Identify four people in your life who are (or have the potential to be) a great help to you as you conclude your high school career and move on to the next stage of your life.

Write a letter to each of these people that tells each one what he or she has meant to you, how s/he has helped you, and how s/he can continue to help you reach your goal(s). While gratitude in general is always appreciated, be specific as well. Recall specific times during which these people have come to your aid; also, tell them specifically how they can continue to be a source of strength and support to you.

Taking this task another step—once you have submitted this assignment and it has been returned by your book group leader(s), deliver clean, revised copies of these letters to the four people.

The Water is Wide by Pat Conroy

The Water is Wide is based on Pat Conroy's experiences as a teacher during the 1960's, when segregation was the norm. It recounts his attempts to bring literacy and education to children in a one-room schoolhouse on remote Daufuskie Island, South Carolina. Conroy was fired at the conclusion of his first year of teaching on the island for his unconventional teaching practices, including his refusal to use corporal punishment on students, and for his lack of respect for the school's administration.

Write a position paper of three to six typed pages in which you address the fact that Pat Conroy, a young, well educated White man, presumes to teach a classroom full of poverty-stricken, ill-educated Black children. Defend, challenge, or qualify Conroy's ability/qualifications to teach a group of students whose lives he initially knows nothing about.

APPENDIX F

Alpha-Instrument

Year II of Summer Reading

Summer Reading Survey

Grade: 10 11 12

Gender: Male Female

Race: African-American Caucasian Hispanic Asian Native
American Other

Please indicate your current English Class:

English II TP English II CP English II Honors English II Odyssey

English III TP English III CP English III Honors English III AP

English IV TP English IV CP English IV Honors English IV AP

Please circle which book you read and for which attended the afternoon book chat. If you read more than one book, please answer the survey questions based only the book you indicate below.

The Water is Wide *Slam* *7 Habits of Highly Effective Teens*

Into Thin Air *The Pact* *The Bridge* *The Secret Life of Bees*

The World Made Straight

1=Completely Disagree 2= Somewhat Disagree 3= Strongly Disagree
4=Somewhat Agree 5= Strongly Agree 6= Completely Agree

1. Receiving a free book made it easier for me to read over the summer.
 1 2 3 4 5 6

2. The book I read this summer was different than what I normally read.
 1 2 3 4 5 6

3. Without this program, I would not read over summer.
 1 2 3 4 5 6

4. Being able to keep the book was important to me.
1 2 3 4 5 6
 5. Before the summer reading program, I rarely read a book during break.
1 2 3 4 5 6
 6. I feel closer to the students at my school because of the summer-reading program.
1 2 3 4 5 6
 7. The main reason I participated was to receive extra credit.
1 2 3 4 5 6
 8. I was motivated to keep reading because the book was interesting.
1 2 3 4 5 6
 9. I would not have participated without receiving extra credit.
1 2 3 4 5 6
 10. I liked that I could read my book at my own pace.
1 2 3 4 5 6
- 1=Completely Disagree 2= Strongly Disagree 3= Somewhat Disagree
4=Somewhat Agree 5= Strongly Agree 6= Completely Agree
11. This program turned me on to new a kind of book.
1 2 3 4 5 6
 12. I felt connected to my peers when we talked about our book.
1 2 3 4 5 6
 13. Having an interesting book kept me motivated.
1 2 3 4 5 6
 14. Being able to choose my own book made me more likely to read it.
1 2 3 4 5 6
 15. I was motivated to keep reading because I was learning new things.
1 2 3 4 5 6
 16. Reading the same book as other students made me feel more connected to them.
1 2 3 4 5 6
 17. Having a choice of book was important to me.
1 2 3 4 5 6

18. I could see myself in one of the characters from my book.

1 2 3 4 5 6

19. Knowing that I could read at my own pace made it easier for me to keep reading.

1 2 3 4 5 6

20. I felt a connection to one of the characters from my book.

1 2 3 4 5 6

21. The things I was learning from my book made me want to keep reading it.

1 2 3 4 5 6

22. I felt more connected to my peers after hearing their ideas about our book.

1 2 3 4 5 6

How many summer reading books did you read total?

1 2 3 4 5 6 7 8

Additional Comments

Suggestions for next year

APPENDIX G

Book Projects

Year III of Summer Reading

Summer Reading Book Projects – 2008 Choose 1

CHOICE 1

Become a character in the book and produce a **diary/journal** that focuses on events in your life.

- The journal must have **8 entries of at least 50 words each** .
- The entries must focus on actual events that take place in your life as this character.
- The entries must include vivid details about how you, as the character, feel about what is happening to you and/or around you.
- You must go beyond the jacket cover of the book to truly become the character.

The final product may be **print*, in PowerPoint, or in video format**. It will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

***PRINT FORMAT means either typed or hand-written in blue or black ink.**

CHOICE2

Create a **PowerPoint presentation** that summarizes the book using text and illustrations. (minimum **25 slides**)

- Introduce all important characters with a brief character sketch.

- Cover all significant events.
- Conclude with a personal rating of the book; suggest what kind of readers might find the book interesting.

The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

CHOICE 3

Create a project that presents **three symbols** associated with one character in the book or 1 symbol for each of 3 characters in the book.

- Your project may be one or three dimensional. You may mount the project on poster board or you may use the “shape” of your project as part of the project itself. (For example, you could put a collage on a football or create a mobile)
- For each symbol, write a well-written paragraph of at least **20 sentences** explaining the symbol and how it works in the book. **This material must be typed or hand-written in blue or black ink.**
- Each paragraph must explain how the picture, shape, color, or object *symbolizes* some aspect, or several aspects of your character.

The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

CHOICE 4

Pretend you are the author of the book. Write an **article for a magazine**. (minimum **400 words; typed or hand-written in blue or black ink**)

- Give some background about your inspiration for the book and tell why you wrote it.
- Talk about which character was the first one you thought of when you got the idea for this book. Where did the ideas for this character come from?
- Talk about where the rest of the characters came from. Were they patterned after real people? (If a non-fiction book, tell why these people were chosen.)

- Talk about what events in your life were a part of or inspired the events in the book.
- Give your article an interesting headline; include some pictures or illustrations and include them in your article.

The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

CHOICE 5

Create a **newspaper** for your book. Include the following articles (minimum **3 pages**):

- a review of the book that summarizes the plot
- a weather report - related to the weather in the story at some important moment in the plot
- a feature story about one of the characters (feature = character sketch including background on character, interesting facts about the character, etc. -- -an article like you might read about a movie star in *People* magazine.
- a collection of ads that relate to the story and its characters

The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness. **Material must be typed or hand-written in blue or black ink.**

CHOICE 6

Create an **advertising and promotional campaign** for your book.

- Design a print format for an **itinerary** of 5 book signings at selected SC cities. Include dates, locations, modes of travel, hotel reservations, etc.
- Write an informative **letter** that could be sent to book stores giving some information about the book's content, telling what type of readers would most like the book, and telling something about the author.
- Design a promotional **poster** for display in book stores.
- Plan at least one dramatic reading by the author. Write an **outline** for the author to follow for the event. Include topics to discuss and passages to be read from the book. (**As an alternative, this may be presented in video format**)

Material should be presented in a format appropriate for each part of the assignment. No part of the project should be presented in pencil. The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

CHOICE 7

Write a script for **Oprah**; material should be enough for **3-5 minutes of broadcast time**.

- Choose at least 4 characters to have visit Oprah's TV show.
- Write a script for the questions Oprah would ask these guests and the answers the guests would give. (acted out if on video)
- Your interview questions and answers should reveal the characters' personalities and the major events of the book.

Your final product may be in **print* or video format**. The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

***PRINT FORMAT means either typed or hand-written in blue or black ink**

CHOICE 8

Develop a set of **50 flashcards** for your book.

- Questions should cover plot, character, setting, theme, symbols, irony, etc.
- Answers to the questions should be written on the back.
- Cards should be heavy stock paper; **material should be typed or hand-written in ink or colored marker.**
- Neatness and overall appearance counts.

The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

CHOICE 9

Make a **scrapbook** of memorable things about the book. (minimum **10 pages**)

- Use magazine pictures, original drawings, clip art, and words or explanation. (**Words should be in ink or marker.**)
- Be sure major characters and events are covered.

The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

CHOICE 10

Create a **comic strip** version of your book or of a major event in the book. (**minimum 20 panels.**)

- Include all major characters and
- Include adequate action to illustrate the event.
- The following website may be of help: <http://www.aaaclipart.com/>

Your final product may be in **print or PowerPoint format**. **Print format should not be in pencil.** The final product will be evaluated not only for content, but also for grammatical, word usage, and mechanical correctness.

Summer Reading Book Projects RUBRIC – 2008

- ___ minimum length requirement is met
 required number of words, panels, slides, flashcards, etc.
- ___ all parts of the project are completed
- ___ format directions have been followed
 only the allowed formats were used
 all format directions were followed
- ___ content is appropriate
- ___ grammar, punctuation, and word usage do not obscure meaning

Complete this portion and submit this page with your project.

Project Submitted by: _____ Grade: _____

First Period Teacher : _____

Book Title: _____

Project Choice: _____

APPENDIX H

Beta-version of Summer Reading Survey

Year III of Summer Reading

Information Concerning Participation in a Research Study Clemson University Spartanburg High School Summer Reading Survey

You are invited to participate in a research study conducted by Brent Igo. The purpose of this research is explore the views of students participating in Spartanburg High School's Summer Reading Program.

Your participation will involve completing a short survey. The amount of time required for your participation will be approximately 10 minutes. There are no known risks associated with this research. This research may help us to evaluate the Summer Reading Program. Your identity will not be revealed in any publication that might result from this study. Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study. If you have any questions or concerns about this study or if any problems arise, please contact Brent Igo at Clemson University at 864-656-0503. If you have any questions or concerns about your rights as a research participant, please contact the Clemson University Office of Research Compliance at 864.656.6460.

Please circle the response that best describes you:

Grade: 10 11 12
Female

Gender: Male

Race: African-American
Asian Native American

Caucasian Hispanic
Other

Please circle your current English Class:

English II TP
Odyssey

English II CP

English II Honors

English II

English III TP
AP

English III CP

English III Honors English III

English IV TP

English IV CP

English IV Honors

English IV AP

How many summer reading books did you read?

0 1 2 3 4 5 6 7 8

Please circle which book you read and for which you attended the afternoon book chat. If you read more than one book, please answer the survey questions based only on the book you indicate below.

An Abundance of Katherines
American Born Chinese
Knights of Hill Country

Night
The First Part Last
Uglies

The Greatest Generation
Cuba 15

1= Completely Disagree 2= Strongly Disagree 3= Somewhat Disagree 4= Somewhat Agree 5= Strongly Agree 6= Completely Agree

1. Receiving a free book made it easier for me to read over the summer.
 1 2 3 4 5 6
2. The book I read this summer was different than what I normally read.
 1 2 3 4 5 6
3. Before the summer reading program, I rarely read a book during the break.
 1 2 3 4 5 6
4. I feel closer to the students at my school because of the summer reading program.
 1 2 3 4 5 6
5. I would not have participated without receiving extra credit.
 1 2 3 4 5 6
6. I was motivated to keep reading because the book was interesting.
 1 2 3 4 5 6

7. I liked that I could read my book at my own pace.
1 2 3 4 5 6
8. I felt connected to my peers when we talked about our book.
1 2 3 4 5 6
9. Having a choice of book was important to me.
1 2 3 4 5 6
10. I was motivated to keep reading because I was learning new things.
1 2 3 4 5 6
11. I could see myself in one of the characters from my book.
1 2 3 4 5 6

Additional Comments